From mountain to sea

Meldrum Academy

Handbook
2018/19
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Meldrum Academy</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Our Vision, Values and School Ethos</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>10</td>
</tr>
<tr>
<td>1 1+2 Approach to Language Learning in Aberdeenshire</td>
<td>18</td>
</tr>
<tr>
<td>2 Further Information</td>
<td>18</td>
</tr>
<tr>
<td><strong>Assessment and Reporting</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Transitions (Moving On)</strong></td>
<td>22</td>
</tr>
<tr>
<td>3 Admissions</td>
<td>23</td>
</tr>
<tr>
<td>4 Placing requests &amp; School Zones</td>
<td>23</td>
</tr>
<tr>
<td>5 Skills Development Scotland</td>
<td>23</td>
</tr>
<tr>
<td>6 Developing Young Workforce</td>
<td>24</td>
</tr>
<tr>
<td><strong>Support for Children and Young People</strong></td>
<td>25</td>
</tr>
<tr>
<td>7 Getting it Right for Every Child</td>
<td>25</td>
</tr>
<tr>
<td>8 The Named Person</td>
<td>26</td>
</tr>
<tr>
<td>9 Educational Psychology</td>
<td>26</td>
</tr>
<tr>
<td>10 Enhanced Provision &amp; Community Resource Hubs</td>
<td>27</td>
</tr>
<tr>
<td>11 Support for Learning</td>
<td>27</td>
</tr>
<tr>
<td>12 The Child’s Plan</td>
<td>28</td>
</tr>
<tr>
<td>13 Child Protection</td>
<td>29</td>
</tr>
<tr>
<td>14 Further Information on Support for Children and Young People</td>
<td>29</td>
</tr>
<tr>
<td><strong>Parent &amp; Carer Involvement and Engagement</strong></td>
<td>30</td>
</tr>
<tr>
<td>15 Parental Involvement</td>
<td>30</td>
</tr>
<tr>
<td>16 Parental Engagement</td>
<td>30</td>
</tr>
<tr>
<td>17 Communication</td>
<td>30</td>
</tr>
<tr>
<td>18 Learning at Home</td>
<td>31</td>
</tr>
<tr>
<td>19 Parent Forum and Parent Council</td>
<td>31</td>
</tr>
<tr>
<td>20 Parents and School Improvement</td>
<td>31</td>
</tr>
<tr>
<td>21 Volunteering in school</td>
<td>31</td>
</tr>
<tr>
<td>22 Collaborating with the Community</td>
<td>32</td>
</tr>
<tr>
<td><strong>School Policies and Useful Information</strong></td>
<td>33</td>
</tr>
<tr>
<td>23 Attendance</td>
<td>33</td>
</tr>
<tr>
<td>24 Holidays during term time.</td>
<td>33</td>
</tr>
</tbody>
</table>
25 Meldrum Academy Dress Code
26 Clothing Grants
27 Transport
28 Privilege Transport
29 Early Years Transport
30 Special Schools and Enhanced Provision
31 School Closure & Other Emergencies
32 Storm Addresses
33 Change of address and Parental Contact Details
34 Anti-bullying Guidance
35 School Meals
36 Healthcare & Medical
37 Exclusion
38 Educational Visits
39 Instrumental Tuition
40 Education Maintenance Allowance
41 Comments, Compliments & Complaints
42 Support for parents/carers
43 Public Liability Insurance
44 School Off Site Excursion Insurance
45 Data we hold and what we do with it.
46 The information we collect from you
47 Your Data, Your Rights
48 Legal Basis for Processing
49 Parental Access to Records
50 ScotXed
51 Information Sharing

Appendix

School Improvement Plan is on the website:
Members of Parental Groups are on the school blog:
Stats for attainment
School Events Calendar & holidays are on the school website or blog:
Map of catchment area
Introduction to Meldrum Academy

Meldrum Academy is an inspiring place to be; a place where young people are encouraged and equipped with the skills, abilities and attitudes to face the challenges ahead. Our pupils benefit from high quality teaching, an excellent level of accommodation, first-class resources and a wide range of opportunities within the classroom and beyond. Meldrum Academy aims to combine the finest traditions of a solid Scottish education with the very best of the new practice in teaching and learning.

Beyond the classroom, we encourage all our pupils to become involved in the life of the school and wider community. There is an array of extra-curricular activities on offer in music, drama, debating, sport, and a multitude of clubs that foster and rely on the enthusiasm of our young people. Our school also offers a wide range of expeditions, excursions and events that support learning of the very best kind. Staff, pupils and parents – all – are committed to the development of our learners as people; especially as people who recognise the importance of making a difference to their lives and the lives of others.

At Meldrum Academy, there is no such thing as a ‘typical’ pupil. We work together – staff, pupils, parents and partner agencies – to meet the needs of the individual, so that every pupil can develop his or her personal skills and talents. We recognise that life at school is not always free of difficulties, that each young person will encounter challenges within their school career. However, with an excellent level of pastoral care and pupil support, we work to instil the resilience that will allow each of our pupils to emerge from our school confident, with a strong sense of responsibility, and ready for the wider world

Andrew Travis
Head Teacher
School Contact Details

Address: Meldrum Academy, Colpy Road, Oldmeldrum, AB51 ONT
Telephone: 01651 871300
Fax: 01651 871313
Email address: meldrum.aca@aberdeenshire.gov.uk
Web: http://meldrumacademy.aberdeen.sch.uk/
Blog: www.meldrumacademy.org.uk
Parent Council: parentcouncilmeldrum@gmail.com

Community Learning & Development: Tel: 01651-871323
Children’s Services Network Team: Tel: 01651-871314
Meldrum Library: Tel: 01651-871307

Adverse weather and emergency closure
https://online.aberdeenshire.gov.uk/Apps/schools-closures/
Information Line 0370 054 4999 then 02 28 20 (This is Meldrum Academy’s Pin number). If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.
ABOUT THE SCHOOL

Meldrum Academy is a six-year comprehensive Community School built to cater for the educational needs of Oldmeldrum and the surrounding community. The school is situated just outside Oldmeldrum, at the west end of the town. It boasts a marvellous panorama looking on to the local landmark of Bennachie.

Meldrum Academy’s roll in 2018 is 982 pupils. Pupils attend the academy from one of our twelve associated primary schools of Barthol Chapel, Cultercullen, Daviot, Logie Durno, Meldrum, Methlick, Old Rayne, Pitmedden, Rayne North, Rothienorman, Tarves, Udny Green.

The facilities on offer at the academy are of the finest quality. For example, the school is equipped with an impressive games hall, gymnasium and a fully equipped multi fitness centre. Outside there are two full sized football pitches and a rugby pitch circumferenced by a 400-metre running track. There is also a floodlit astro turf pitch available for school and community use. Within the academy there is a large multi purpose assembly hall fully equipped with stage lights and sound for theatre performances and music concerts as well as regular assemblies. All teaching facilities are ‘state of the art’ and the school is completely networked with up to date ICT across all classrooms.

Meldrum Academy is open to pupils and the community from 8.00am to 10.00pm Monday to Friday. As a Community School there are a wide range of educational and vocational opportunities for learners across all groups in the community. There are also close links between the school and other agencies such as the Library Service, Community Learning & Development, Health, Recreation, Social Work and the Police.
**SCHOOL DAY**

**Monday and Tuesday**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>0850-0940</td>
</tr>
<tr>
<td>Period 2</td>
<td>0940-1030</td>
</tr>
<tr>
<td>Period 3</td>
<td>1030-1120</td>
</tr>
<tr>
<td><strong>Interval</strong></td>
<td><strong>1120-1140</strong></td>
</tr>
<tr>
<td>Period 4</td>
<td>1140-1230</td>
</tr>
<tr>
<td>Period 5</td>
<td>1230-1320</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td><strong>1320-1410</strong></td>
</tr>
<tr>
<td>Period 6</td>
<td>1410-1500</td>
</tr>
<tr>
<td>Period 7</td>
<td>1500-1550</td>
</tr>
</tbody>
</table>

**Wednesday, Thursday and Friday**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>0853-0910</td>
</tr>
<tr>
<td>Period 2</td>
<td>0910-1000</td>
</tr>
<tr>
<td>Period 3</td>
<td>1000-1050</td>
</tr>
<tr>
<td><strong>Interval</strong></td>
<td><strong>1050-1110</strong></td>
</tr>
<tr>
<td>Period 4</td>
<td>1110-1200</td>
</tr>
<tr>
<td>Period 5</td>
<td>1200-1250</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td><strong>1250-1340</strong></td>
</tr>
<tr>
<td>Period 6</td>
<td>1340-1430</td>
</tr>
<tr>
<td>Period 7</td>
<td>1430-1520</td>
</tr>
</tbody>
</table>
### STAFF LIST (Key Contacts)

#### SENIOR MANAGEMENT TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Travis</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Ian Jackson</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Olwen Fraser</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Craig Sim</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Sandy Smith</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Kenny Gunnyeon</td>
<td>CSN Support Services Coordinator</td>
</tr>
</tbody>
</table>

#### PASTORAL CARE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy Carder / Jane Allan</td>
<td>Principal Teacher Bruce House</td>
</tr>
<tr>
<td>Karen Macleod</td>
<td>Principal Teacher Glennie House</td>
</tr>
<tr>
<td>Alison Fitzgerald</td>
<td>Principal Teacher Slessor House</td>
</tr>
<tr>
<td>Vivienne Blevins</td>
<td>Principal Teacher Telford House</td>
</tr>
<tr>
<td>Robyn Walker</td>
<td>Principal Teacher Wallace House</td>
</tr>
</tbody>
</table>

#### PRINCIPAL TEACHERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Threadgold</td>
<td>ASL</td>
</tr>
<tr>
<td>Mary Benton</td>
<td>BEIT</td>
</tr>
<tr>
<td>Liam Moffat</td>
<td>Design</td>
</tr>
<tr>
<td>John Gerard</td>
<td>English</td>
</tr>
<tr>
<td>Anne Watson</td>
<td>Health</td>
</tr>
<tr>
<td>Alan Reid</td>
<td>Maths</td>
</tr>
<tr>
<td>Liegha Laing</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>Linda Moggach</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Lindsey Martin</td>
<td>Science</td>
</tr>
<tr>
<td>Lynn Cooper</td>
<td>Social Subjects</td>
</tr>
</tbody>
</table>

#### SUPPORT STAFF

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Sally Blair</td>
<td>Admin Support Officer</td>
</tr>
<tr>
<td>Technicians</td>
<td>Elaine Webster</td>
<td>Whole School Technician</td>
</tr>
<tr>
<td></td>
<td>Moyra Singer</td>
<td>Science Technician</td>
</tr>
<tr>
<td>First Aid</td>
<td>Ethmay Dunbar</td>
<td>Nursing Assistant</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Leo Walker</td>
<td>School Nurse</td>
</tr>
<tr>
<td>Library</td>
<td>Kirsty Dickson</td>
<td>Librarian</td>
</tr>
<tr>
<td>CLD</td>
<td>Tracey Christie</td>
<td>CLD Worker</td>
</tr>
<tr>
<td>CSN TEAM</td>
<td>Fin Robertson</td>
<td>Pupil Support Worker</td>
</tr>
<tr>
<td>Robertson’s Facilities</td>
<td>Kevin Napier</td>
<td>Lead Janitor</td>
</tr>
</tbody>
</table>
Our Vision, Values and School Ethos

We wish to be a school community working together for success: creating an enjoyable teaching and learning environment in which everyone is encouraged to do their best.

Our Values: 

Our Expectations:

Honesty: 
Be truthful and dependable.

Respect: 
Have self-respect and be considerate of the needs, feelings and rights of everyone.

Responsibility: 
Be accountable for your actions and make a positive contribution to our school community.

Ambition: 
Try to achieve the best you can.

Resilience: 
Be positive and show the determination to keep trying.
Curriculum

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

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

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

THE CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the new name for the education system in Scotland, covering nurseries, schools, colleges and community learning. It covers the whole 'learning journey' from 3 to 18. Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need to be successful in a fast changing world.

The Four Capacities

You are probably already aware that the new curriculum aims to support the development of ‘Four Capacities’ in pupils as they move through their education. Developing these capacities will help prepare young people to become well informed and responsible members of society.

The capacities and what they mean are explained on the next page.
To enable your child to become...

**successful learners**
with:
- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas
and able to:
- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasonable evaluations
- link and apply different kinds of learning in new situations

**confident individuals**
with:
- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition
and able to:
- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity

**responsible citizens**
with:
- respect for others
- commitment to participate responsibly in political, economic, social and cultural life
and able to:
- develop knowledge and understanding of the world and Scotland’s place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

**effective contributors**
with:
- an enterprising attitude
- resilience
- self-reliance
and able to:
- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems
What is the Curriculum?

Curriculum for Excellence takes a much broader view of the curriculum than previously and includes four main elements.

<table>
<thead>
<tr>
<th>Curriculum areas and subjects</th>
<th>These are the ways in which learning is organised and delivered in classes e.g. Maths, English, Science and Performing Arts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Learning</td>
<td>There is much more ‘joined up’ learning between and across subjects in the new curriculum. This helps make learning more relevant and realistic.</td>
</tr>
<tr>
<td>Ethos and life of the school</td>
<td>Within the school a positive ethos and atmosphere supports learning in its widest sense and supports the development of the four capacities.</td>
</tr>
<tr>
<td>Opportunities for personal achievement</td>
<td>Both within the classroom and beyond we aim to provide opportunities which encourage challenge, satisfaction, motivation and resilience.</td>
</tr>
</tbody>
</table>

The Curriculum Areas and Subjects

These form the main part of pupil timetables. There are eight curriculum areas in the secondary curriculum. Each contains a range of subjects. Pupils will have studied across these curriculum areas at primary school.

<table>
<thead>
<tr>
<th>The 8 Curriculum Areas</th>
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</thead>
<tbody>
<tr>
<td>Expressive Arts</td>
</tr>
<tr>
<td>Sciences</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Technologies</td>
</tr>
<tr>
<td>Languages and Literacy</td>
</tr>
<tr>
<td>Mathematics and Numeracy</td>
</tr>
<tr>
<td>Health and Wellbeing</td>
</tr>
<tr>
<td>Religious and Moral Education</td>
</tr>
</tbody>
</table>

- Each of the eight curriculum areas includes a number of ‘Experiences and Outcomes’ around which teachers plan their work with classes.
- Within the new curriculum all teachers will focus on Literacy, Numeracy and Health and Wellbeing. These 3 areas develop skills that underpin and support success in all other areas of learning.
# The Secondary Curriculum Structure

The secondary curriculum is divided into two main stages as shown below.

| S1-S3 | Broad General Education | ● All pupils follow a common course which includes study across all eight curriculum areas.  
|       |                         | ● This builds on learning from primary school.  
|       |                         | ● Pupils will have increasing opportunities to achieve and study in depth as they progress through their Broad General Education.  
|       |                         | ● In third year pupils will have the opportunity for some personalisation and choice in their curriculum. Towards the end of S2 they will choose courses from each curriculum area for study in S3. This choice will be carefully structured to keep options open in the senior phase. |
| S4 – S6 | Senior Phase | ● In the Senior Phase pupils will choose courses for qualifications. These will include the new SQA National 3, 4 and 5 courses as well as Higher and Advanced Higher.  
|        |            | ● Towards the end of S3, S4 and S5 pupils will choose the SQA national exams that they wish to follow when they move into S4, S5 and S6.  
|        |            | ● They will be supported in their choices by their Pastoral Care teachers and advice from subject teachers. |
Broad General Education (S1-S3)

Learning will take place across all eight curriculum areas from S1-S3. In S1 and S2 all pupils will follow a common course. In S3 there will be the opportunity for some personalisation when pupils make a choice to specialise within the curricular areas. This choice will be made around March in S2.
Senior Phase (S4-S6)
Pupils study the courses in which they want to gain National Qualifications in the Senior Phase.

In S4 most pupils will follow six SQA courses. All pupils will study English and Maths and most will choose any four other courses. There is also a core of PE, RMPS and PSE.

In S5 and S6 pupils could follow up to five SQA courses. In S5 & S6 there is a core of PSE and PE.

The Assessment System
Assessment in the Broad General Education continues to use the Curriculum for Excellence Level system used in primary school.

- Assessment in the Senior Phase may use a variety of qualifications but mainly the new SQA Exam certificates.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Assessed by</th>
</tr>
</thead>
</table>
| S1-S3 Broad General Education | Mainly by Curriculum for Excellence Levels 3 and 4  
Teachers will use a variety of assessment techniques to determine pupil progress |
| S4-S6 Senior Phase   | Mainly by SQA Exams at National 3, 4, 5, Higher and Advanced Higher  
Other qualifications may include Skills for Work, NC & HNC, Open University and Vocational opportunities. |
At the end of the Broad General Education parents and pupils will receive a Pupil Report outlining progress and achievement in each of the curriculum areas, this will be written by your child’s subject teachers and his or her Pastoral Care teacher and a Pupil Profile which is a summary of the key achievements that the pupil has made during his or her Broad General Education. This will be written by the pupil with the support and guidance of teachers.

As currently, teachers will report each child’s progress to parents. Reports will include strengths, areas for improvement and next learning steps. The current Reporting Calendar is available through the school website.

**Sex Education**

Sex education is an important aspect of every child’s personal and social development. It is an important part of preparation for adult life. The main purpose of sex education is to help young people make informed, responsible and healthy choices about their lives, their relationships and their contribution to society. The Scottish Executive has stated that ‘sex education is part of the agreed curricular framework for Scottish schools and is part of each pupil’s educational entitlement.’

Within the school, sex education will form part of the curriculum in personal and social education lessons in particular. Contributions to the wider aspects of sex education may also come from the curriculum in subjects such as science, religious and moral education, home economics, physical education and social subjects. The school nurse and other health professionals may also contribute to a programme of sex education within the school.

We will keep you informed about the general content of our sex education programme through the course information booklets distributed at various stages in your son or daughter’s school career and through information that will be available at certain parents’ evenings. Information leaflets or letters about specific aspects of the sex education curriculum will be distributed when necessary.

Should you have any questions about this important aspect of your child’s education then please contact the relevant PT of Pastoral Care.

**Lunchtime and after school activities**

Meldrum Academy has a superb range of sporting and recreational facilities taking place at lunchtime and after school. An example of the daily calendar of activities on offer last session is outlined on the next page.

We focus on developing the physical, social, interpersonal and creative skills of all of our pupils and these clubs and societies are very important in assisting us to manage this aim. We encourage all pupils to take part in as many lunchtime activities as possible.

In addition to school managed lunchtime and after school activities, our Community Learning and Development partners aim to establish additional activities based in local communities.
Our aim is to ensure that Meldrum Academy has a range of lunchtime and after school clubs to match the interest of all of our pupils. Parents and members of the community interested in assisting or even managing activities are very welcome and should contact the school office.

ACTIVE SCHOOLS PROGRAMME

The Active Schools programme contributes extensively to the extra-curricular programme here at Meldrum Academy. Active Schools is a national initiative funded by SportScotland in partnership with Aberdeenshire Council. It was set up to encourage young people to participate regularly in sport and physical activity in order to promote healthy lifestyles throughout their school years and into adulthood.

“More People, More Active, More Often”

A wide range of sport and physical activity opportunities are on offer incorporating competitive, non-competitive, team and individual activities.

The activities vary termly and are advertised via pupil bulletins, newsletters, the school website and notice boards.

Examples of the types of activities on offer are:

<table>
<thead>
<tr>
<th>Basketball</th>
<th>Football</th>
<th>Table Tennis</th>
<th>Grampian Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>Running</td>
<td>Tennis</td>
<td>Coach Education</td>
</tr>
<tr>
<td>Netball</td>
<td>Fitness</td>
<td>Hockey</td>
<td>Community Sports</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Dance</td>
<td>Rugby</td>
<td>Leaders</td>
</tr>
</tbody>
</table>

If you would like more information or would like to assist or even manage activities in relation to the Active Schools programme please contact us to let us know. Full training will be provided.

SCHOOL SHOWS, CONCERTS & ART EXHIBITIONS
Our school performances are extremely popular. In additional to Winter and Summer musical extravaganzas we have put on productions of drama. The Performing Arts Faculty has also an enthusiastic choir, orchestra, musical ensembles and ceilidh band. The Faculty has established a strong reputation for the promotion of music and drama and this is part of the Academy ethos. Our aim is to maintain a tradition of a performance, concerts for the elderly in our community and a number of evenings of musical entertainment for parents and the community. Opportunities to participate are open to pupils of all abilities. The only requirements are enthusiasm and commitment!

The Design Department hosts a Summer Exhibition displaying quality work produced by our young artists, graphic designers and makers. Meldrum Academy produces an extensive newsletter at the end of each term that describes the many achievements of pupils and staff.

1 1+2 Approach to Language Learning in Aberdeenshire

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

In Meldrum Academy the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to http://www.aberdeenshire.gov.uk/schools/parents-carers/involvement/information-to-support-learning/language-learning-in-scotland-a-1plus2-approach/

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

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

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

2 Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at:
http://www.meldrumacademy.aberdeenshire.sch.uk
More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

**Policy for Scottish Education:**
https://education.gov.scot/scottish-education-system/policy-for-scottish-education

**Early Learning & Childcare:**
https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare

**Broad General Education (Pre school – S3):**
https://education.gov.scot/scottish-education-system/Broad%20general%20education

**Senior Phase and beyond (S4 – 16+):**

**National Qualifications:**
https://education.gov.scot/nationalqualifications/
Assessment and Reporting

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

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

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

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

https://standardisedassessment.gov.scot/

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

Parents will be informed of progress:

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

(see school reporting calendar in APPENDIX)

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:

Children coming to the Academy bring seven years of school based learning with them. In their first year at Meldrum Academy we build upon this prior experience. The academy and its associated primaries have a close relationship through the School’s Cluster Group and there is joint development in a number of curriculum areas. The Academy and Associated Primaries are working closely to promote the four capacities of the Curriculum for Excellence (CfE). We aim to build on this good practice to ensure that all children experience continuity and progression through the entire curriculum. There is joint sharing of good practice between teachers of both sectors to help ensure all our pupils are successful learners, responsible citizens, effective contributors and confident individuals.

To help ensure we achieve these aims we gather all the appropriate information about the individual strengths and development needs of all prospective pupils. During third term, members of the Pastoral Care and Senior Management Teams visit all of our associated primary schools to gain as much information as possible about each child coming to Meldrum Academy. A detailed picture of each child is built up and this helps to ensure that when classes are formed and children arrive in S1 we are in a position to meet their needs.

An information evening takes place in January of P7 at the Academy to explain to parents how the transition process is structured. A tour of the school also takes place on this evening. In June of every year there is also a three-day induction programme for all pupils coming to Meldrum Academy. Pupils have an opportunity to tour the school, meet teachers, take part in lessons and become involved in team building and social events with their peers. On the evening of the second of these Induction Days there is also an information evening for prospective parents where they can ask questions and meet senior staff and members of the support for learners and Pastoral Care teams and be updated with relevant information.

Parents of pupils joining S1 will receive information about S1 admissions. This information is circulated to primary schools in the Meldrum Academy catchment area and then issued to parents. Parents of children joining the school in classes other than S1, or in the middle of a school session, should contact the school who will arrange for an admission pack to be posted out and an arrangement will also be made for the parents and child to visit the school.

Visit Parentzone for more information about transitions:
https://education.gov.scot/parentzone/my-child/transitions
3 Admissions

Nursery Admissions.
All parents should submit an application form for their child, to the nursery of their choice during the admissions period. The application form can be found here:

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

Primary Admissions
New entrants to 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/

4 Placing requests & School Zones
For all advice and information on placing requests and guidance on school catchment/zones go to:

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

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


5 Skills Development Scotland
The Careers advisor for Meldrum Academy is Alison Muir

The aim of the service is to help pupil’s career plans and move smoothly from school to employment, training or further/higher education.

All pupils have access to the Careers Advisor though most time is spent with S4/5/6. Pupils may meet with the Careers Advisor during class, in a group setting or for a one-to-one interview. The Careers Advisor may also be available for parents to seek advice during some of our events*

For more information about Skills Development Scotland go to:

https://www.skillsdevelopmentscotland.co.uk/
6 Developing Young Workforce

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

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

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

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

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

http://dywaberdeenshire.org/parents/
Support for Children and Young People

7 Getting it Right for Every Child

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

Wellbeing of children and young people sits at the heart of the Getting it Right for Every Child approach. Eight Wellbeing Indicators shown below, outline the aspirations for all Scotland’s children and young people.

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

As they enrol into Meldrum Academy each child will be placed under the direct care of a PT (Pastoral Care). This teacher will carefully monitor the progress and welfare of each pupil as he/she moves through the school. The PT (Pastoral Care) will work closely with pupils and their families to help them settle into school and cope with all of the demands of school life. Siblings are always placed in the same House group to enhance the knowledge and forging of relationships with families.

PT’s (Pastoral Care) also work closely with Tutors to record attendance, receive absence notes, check punctuality and behaviour and assist with the issue of relevant reports and letters.
Each child will have an individual interview with her/his PT (Pastoral Care) at least once a year to assist in monitoring her/his progress. If you have any concerns regarding your child then PT (Pastoral Care) will be your first point of contact.

8 The Named Person

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

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

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

The Named Person can help by:

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

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

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

http://www.girfec-aberdeenshire.org/for-parents-carers/what-is-the-named-person/

*Here at Meldrum Academy the Named Person for your child/young person is their Principal Teacher of Pastoral Care.*

9 Educational Psychology

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

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

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

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

10 Enhanced Provision & Community Resource Hubs

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

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

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

http://asn-aberdeenshire.org/

11 Support for Learning

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

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

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

Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work
Support for Children and Young People

across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they identify barriers to learning, assess children’s needs and support learning and teaching through a relevant curriculum.

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

12 The Child’s Plan

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

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

Where a child or young person needs one or more targeted interventions, the benefit of a Child’s Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indictors (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included), looking at both strengths and pressures in the child’s situation, and fully involving the family in discussions.

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

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

Information is available on the Aberdeenshire Getting It Right Website:

http://www.girfec-aberdeenshire.org/parents-carers/girfec-for-parentscarers/
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 workers must be fully informed of their responsibilities in respect of keeping children safe. All services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

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

This may mean that the child is referred to Social Work, the Police or the Children’s Reporter. Here at Meldrum Academy the designated officer is Ian Jackson, Depute Head Teacher, Welfare and Pastoral Care.

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

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

Social Work Monday to Friday during office hours contact your Children & Families local Social Work Office
Evenings & Weekends call the Out of Hours Service on 03456 08 12 06
Police Emergency 999, Non-Emergency 101

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

If a young person tells you 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://www.education.gov.scot/scottish-education-system/Support%20for%20All

Enquire http://enquire.org.uk/
Parent & Carer Involvement and Engagement

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

15 Parental Involvement

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

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:

The school uses a range of approaches to share information and enable insight into what your child is learning and how they are progressing. These include:

- Use of Groupcall to text and email
- School Website:
- School Blog:
- Termly Newsletter posted on the Blog
- Events
- Open days/mornings/afternoons

The school calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child’s progress, wellbeing and behaviour (see online calendar). 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 Appendix).
18 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 Meldrum Academy we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy

http://www.meldrumacademy.aberdeenshire.sch.uk

19 Parent Forum and Parent Council

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

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

Contact the Parent Council Chairperson Simon Wain, or Head Teacher Andrew Travis, for more information about getting involved in the Parent Council or email: parentcouncilmeldrum@gmail.com

20 Parents and School Improvement

Meldrum Academy has a range of priorities that we work on each year which are explained in our School Improvement Plan (SIP). Parents often have helpful and creative ideas about how to improve their child's school and what can be done to improve the quality of children's learning. At Meldrum Academy 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

21 Volunteering in school

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

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

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

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

http://jobs.aberdeenshire.gov.uk/volunteer-with-us/ or contact your Head teacher.
22 Collaborating with the Community

Meldrum Academy 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.
**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: [http://www.meldrumacademy.aberdeenshire.sch.uk](http://www.meldrumacademy.aberdeenshire.sch.uk)


### 23 Attendance

Research indicates that attendance at school and achievement in examinations are closely linked in that pupils with poor attendance records fail to do well in national examinations. At Meldrum Academy, we will work closely with parents to encourage full attendance where possible.

Should we have any concerns about a pupil’s pattern of attendance or punctuality then the pupil’s Pastoral Care teacher will contact parents in writing or by telephone or email if appropriate.

Seemis Messaging is a text messaging or voicemail service which allows us to inform you that your daughter/son is not in school. The purpose of Seemis Text Messaging is to assist with pupil safety by ensuring that both family and school communicate almost immediately where pupils are absent. Clearly the use of such a system makes it even more important that you let us know in advance or early in the morning about an absence. Doing so will minimise the inconvenience to you. If you know your child will be absent, you should contact the school by telephone explaining why they are absent and how many days the absence is likely to be for. The school office is open from 8.15am for calls and an answerphone service is available for earlier calls.


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

### 24 Holidays during term time

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

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

25 Meldrum Academy Dress Code

‘Successful schools have a strong identity and are proud of their school uniform.’

Meldrum Academy is a school of which we are all very proud. Our school uniform is the result of extensive consultation involving pupils, parents, staff and the wider community.

A pride in ‘wearing the school colours’ is one of the cornerstones of identity for a successful school. We hope that all parents and carers will work with us to encourage all of our children to wear a smart uniform with an identifiable crest. We expect all pupils to wear the Meldrum Academy uniform in school and when representing the school across Scotland. Pupils must show the school colours by wearing one of these items of clothing.

A. White/black shirt with Meldrum Academy tie.

Or

B. School sweatshirt with Meldrum Academy crest
   V-necked sweater with a school crest - worn with a plain polo shirt/blouse
   Fleece/or zipped jacket with school crest - worn with a plain polo shirt/blouse

Or

C. White or navy blue polo shirt with Meldrum Academy crest

All pupils must wear black or navy trousers/skirt; black or dark coloured shoes or dark coloured trainers

S4 sweatshirts, fleeces and sweaters are blue. The ties are striped on a navy background.

S5 – S6 sweatshirts, fleeces and sweaters are black. The ties have a school crest on a black background

The Meldrum Academy Parent Council carried out a tendering exercise to get good quality uniform at affordable prices. Our main school uniform as above can be purchased from:

DFS (David’s Sports & Leisure), 13 High Street, Inverurie Tel: (01467) 621445
www.dfssports.co.uk

PE KIT
For indoor activities pupils should wear shorts or tracksuit bottoms, a plain t-shirt* and clean training shoes. For outdoor activities pupils should also bring a change of sweatshirt, extra socks and outdoor trainers. Rain jackets, hats and gloves may be worn when appropriate.

(*Please note football strips and strappy vest tops are not considered appropriate PE kit).

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

26 Clothing Grants

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

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

27 Transport

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

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

28 Privilege Transport

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

As School Transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport, Privilege Pupils are required to meet the bus on the existing bus route. For further information and application forms, see the Council website.


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

29 Early Years Transport

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

30 Special Schools and Enhanced Provision

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

31 School Closure & Other Emergencies

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

If children are at school…

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

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

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

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

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

Before the start of the school day...

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. 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/

**School Information Line**  
Tel: 0370 054 4999 then 02 28 20. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

### 32 Storm Addresses

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

### 33 Change of address and Parental Contact Details

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

### 34 Anti-bullying Guidance

**What is Bullying?**

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

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

What will the school do about it?

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

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

More information can be found in Meldrum Academy’s anti-bullying guidance at


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


35 School Meals

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

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

Primary 4- S6 pupils are currently charged £2.20 for a school meal unless they qualify for Free School Meals.

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

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

For information about school meals and menus go to:

http://www.aberdeenshire.gov.uk/schools/meals/

Aberdeenshire Council provides an online payment service to pay for school meals.
To register for online payments you will be provided with a reference number by your school for each child. Parents and carers of pupils who qualify for Free School Meals are encouraged to create an account to see meal selection histories and to pay for non-food items such as school trips and activities when that option becomes available.

The first step in accessing the online payment service is to visit Pay facility located on the Aberdeenshire Council web site home page. Alternatively you can register by following the link:

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

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

36 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.

(S) 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 are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

- Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

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

Please find our Medication Policy here:


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

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

## Exclusion

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


## Educational Visits

We offer various educational visits during the course of the school year. We believe that ‘hands on’ experiences greatly enhance a child’s education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children’s Services. We give parents as much notification as possible with regard to visits their children will participate in.
39 Instrumental Tuition

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

For further information go to:
http://aberdeenshire.gov.uk/schools/ims/

40 Education Maintenance Allowance

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

http://aberdeenshire.gov.uk/schools/parents-carers/assistance/ema/

41 Comments, Compliments & Complaints

To reflect our commitment to working with you, it is imperative that if you have any concerns these are shared and discussed with us as a school. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion. However if you are dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at:
http://aberdeenshire.gov.uk/contact-us/have-your-say/have-your-say-guide/

42 Support for parents/carers

For more information on Support and Advocacy contact:
Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk
For local advocacy contact:
Advocacy North East
Thainstone Business Centre
Inverurie
Aberdeenshire
AB51 5TB
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:
Website: https://www.siaa.org.uk/

Additionally, information for the Scottish Child Law Centre can be found at:
www.sclc.org.uk

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 has to be found negligent in order for any compensation to be offered by our Insurers and / or Claims Handling Agents.

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. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers. Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

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

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

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

45 Data we hold and what we do with it.

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

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

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/. Alternatively you can contact the Council’s Data Protection Officer by emailing DataProtection@aberdeenshire.gov.uk or in writing at: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

You also have the right to make a complaint to the Information Commissioner’s Office, (www.ico.org.uk). They are the body responsible for making sure organisations like the Council handle your data lawfully.
48 Legal Basis for Processing
The Council, as an Education Authority, is legally required to deliver an education to your child under the terms of the Education (Scotland) Act 1980 as amended.

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

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

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

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

50 ScotXed
If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

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

Appendix

School Improvement Plan is on the website:
www.meldrumacademy.aberdeenshire.sch.uk

Members of Parental Groups are on the school blog:
https://www.meldrumacademy.org.uk or email: parentcouncilmeldrum@gmail.com
Stats for attainment
https://education.gov.scot/parentzone/find-a-school/aberdeenshire/5232333

School Events Calendar & holidays are on the school website or blog:
https://www.meldrumacademy.aberdeenshire.sch.uk

Assessment Calendar – information can be found on the SQA website
https://www.sqa.org.uk
https://www.meldrumacademy.org.uk
Please also find a link to the annual holiday calendar:

Map of catchment area