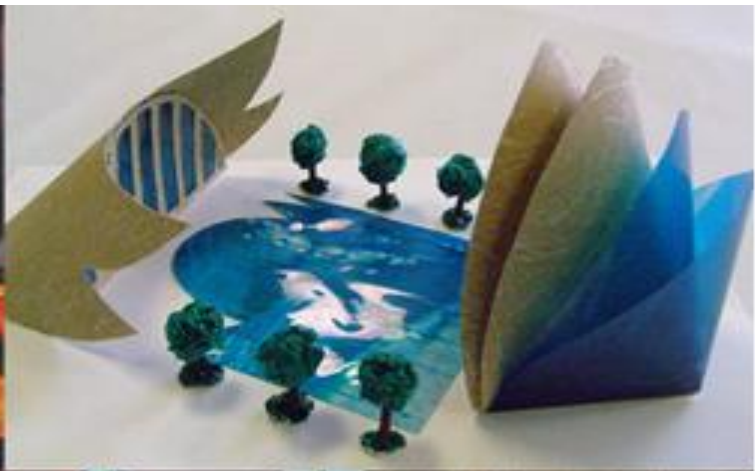


Mintlaw Academy

Handbook 2020/21



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All information in this handbook is correct as of October 2020

Introduction to Mintlaw Academy

Welcome to Mintlaw Academy. As Head Teacher, I hope that the partnership between home and school will be productive and enjoyable and that your child settles and enjoys his/her time with us.

We take pride in the fact that this is a successful school with a real sense of team spirit and partnership working and we value that the education of your son/daughter/ward is shared with parents, who have a very important role to play. This handbook aims to explain how that partnership develops successfully through help, support and expectations. Early communication from parent or school will help to promote this partnership also.

We hope you find our handbook clear and informative.

Yours sincerely

Mrs Linda Duthie
Head Teacher

School Contact Details

Mrs Linda Duthie

Tel No: 01771 676670

Mintlaw Academy

Station Road

Mintlaw

Peterhead

AB42 5FN

mintlaw.aca.abereenshire.gov.uk

www.mintlawacademy.aberdeenshire.sch.uk

maparentcouncil@gmail.com

Adverse weather and emergency closure

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

Information Line 0370 054 4999 **school pin: 021100** (Please do not use this line to leave messages for the school.)

Relationships

We believe that relationships are key to all that we do and strive to build and strengthen these between pupils, parents, staff, other agencies, business partners and the wider community, locally and beyond. We believe in dealing with issues at the lowest level possible and with professional regard for the views of all. We always look for positive solutions and our ethos reflects our vision, values and aims with a drive to always get the very best outcomes for our young people to help them develop. This can be in relation to attainment, achievements, skills for life beyond school and their social, emotional and well-being.

Mintlaw Academy Background Information

Mintlaw Academy is a 6-year local authority comprehensive secondary school with a current roll of approximately 800 pupils. It serves the rural area of Central Buchan in which are a number of villages, namely Mintlaw, Longside, Strichen, New Pitsligo, New Deer, Maud, Old Deer, Stuartfield, Auchnagatt and Fetterangus. The people of Central Buchan appreciate the fact that there is a secondary school to serve their community and hold the school in high regard. It is a co-educational, non-denominational school and does not teach by means of the Gaelic language.

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



The Mintlaw Academy badge is a Celtic **Knot of Eternity** taken from the artwork in the **Book of Deer** produced at the Celtic Abbey which existed close to the school.

The endless nature of the knot can be taken to represent the lifelong process of education and the involvement of all of us in it.

Visits of Prospective Parents

Prospective parents can contact the School Office and request an appointment to come and visit the school and meet with a Depute Head Teacher or the Head Teacher. During this visit you will get a tour of the school and have an opportunity to ask any questions and discuss any particular needs for your child(ren).

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Organisation of the school day

It is divided up as follows:

Monday and Tuesday	Period	Time
	Registration	0840-0850
	Period 1	0850-0940
	Period 2	0940-1030
	<i>Interval</i>	1030-1045
	Period 3	1045-1135
	Period 4	1135-1225
	Period 5	1225-1315
	<i>Lunch</i>	1315-1410
	Period 6	1410-1500
	Period 7	1500-1550

Wednesday, Thursday and Friday	Period	Time
	Registration	0840-0850
	Period 1	0850-0940
	Period 2	0940-1030
	<i>Interval</i>	1030-1045
	Period 3	1045-1135
	Period 4	1135-1225
	<i>Lunch</i>	1225-1320
	Period 5	1320-1410
	Period 6	1410-1500

MINTLAW ACADEMY – STAFF LIST

Name	Position Held	Name	Position Held
Senior Leadership Team		Guidance	
Linda Duthie	Headteacher (Job-Share 4 days)	John Campbell	Principal Teacher - Brucklay
Sharon Noble	Depute Headteacher	Naomi Grant	Principal Teacher - Deer
Gareth Oldham	Depute Headteacher	Nicola Martin	Principal Teacher - Mormond
Gerry McCluskey	Acting Headteacher (1 day) Depute Headteacher (4 days)	Alan Reid	Principal Teacher - Ugie
Emma-Jane Whitehead	Depute Headteacher	Skills Development	
Ali Hynd	Acting Depute Headteacher (1 Day)	Charley Buchan	Principal Teacher (fixed term)
Audrey Campbell	Cluster Business Manager	Maths	
Creative Arts		Sarah Ferguson	Faculty Head
Jacqueline Arbuthnott	Faculty Head	David Forbes	Teacher
Catriona Molver	Teacher (part-time)	Alice Hynd	Teacher
Katrina Hanlon	Teacher (part-time)	Deborah Snape	Teacher
Carole McHugh	Teacher (part-time)	Roderick Lees	Teacher
Linda Miller	Teacher	Jill Gruer	Teacher (part-time)
Tonya McAlister	Teacher (part-time)	Amber-Rose Wright	Probationary Teacher
Fraser Gale	Teacher	Health & Wellbeing	
Melanie Smith	Teacher (part-time)	Ally Laird	Faculty Head
English		Lorraine Coleman	Teacher (part-time)
Emma-Jane McCluskey	Faculty Head	Lucy Howie	Teacher
Kelly Pye	Teacher	Gordon Robertson	Teacher
Ruth Fowlie	Teacher	Justine Wilson	Teacher
John Holding	Teacher	Alison McGillivray	Teacher
Emily Bell	Teacher	Teresa Hood	Teacher
Lois Wappler	Teacher	Lisa Adam	Teacher (part-time)
Isaac Closs	Probationary Teacher	Annabel MacDonald	Teacher (part-time)
Modern Languages		Social Subjects	
Laura Morris	Faculty Head	Gregor Merson	Faculty Head
Karen McSeveney	Teacher (part-time)	Michael Birnie	Teacher
Vincent Methivier	Teacher	Alex Bennett	Teacher
Michelle Bream	Teacher (part-time)	Frank Kelly	Teacher (part-time)
Fiona Noble	Teacher (part-time)	Richard Sneddon	Teacher
		Rhian Owen	Teacher
		Rachel Lawson	Teacher (part-time)

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Name	Position Held	Name	Position Held
Science		Technology	
Scott Phimister	Faculty Head	Alexander Hynd	Faculty Head (job-share 4 days)
Fiona Wallace	Teacher - Chemistry	Nicola Robertson	Acting Faculty Head (1 day)
Toby Donaldson	Teacher - Chemistry	Raymond Geddes	Teacher
Dean McIntosh	Teacher - Physics	David Duffy	Teacher
Heather Carr	Teacher - Biology (part-time)	Innes Murray	Principal Teacher - Leader of Technology (fixed term)
Kelly Urquhart	Teacher - Biology	Christopher Shapiro	Teacher
Joe Walsh	Teacher - Biology	Frances Cameron	Teacher (part-time)
Jamie McHugh	Teacher - Physics	Valene Sutherland	Teacher
Emilia Wright	Probationary Teacher	Admin Support Staff	
Additional Support for Learners		Larlane Bousie	Admin Support Officer
Helen Richards	Faculty Head	Wilma Tod	Admin Assistant
Linda Allan	Pupil Support Assistant	Avril Park	Admin Support Assistant
Donna Donald	Teacher	Angie Panton	Admin Support Assistant (part-time)
Carole Brook	Teacher	Pauline Milne	Admin Support Assistant (part-time)
Mandy Christie	Pupil Support Assistant	Janitors	
Anthony Sherlock	Teacher	Brian Carle	Supervisory Janitor
Estelle Bain	Teacher	Gary Rennie	Janitor
Aileen Hamilton	Pupil Support Assistant	Library	
Grace Legge	Teacher	Shaaron Skinner	Librarian (part-time)
Fiona MacKay	Teacher	Kathy Bonnage	Library Assistant (part-time)
Alex McKeown	Teacher (part-time)	School Nurse	
Julie Young	Pupil Support Assistant	Kelly Jarvis	School Nurse
Catherine Parkinson	Pupil Support Assistant	Nursing Assistant	
Fiona MacKay	Teacher (part-time)	Sandra Robertson	Nursing Assistant
Moir Peck	Teacher	Technician Support Staff	
Paula Rawson	Pupil Support Worker	Brenda Sutherland	Whole School Technician
Heather Reid	Pupil Support Assistant	Helen Ritchie	Science Technician
Trudi Ross	Teacher (part-time)	Linda Grant	Technical Assistant
Carol Tough	Pupil Support Assistant	Kenneth McLennan	Technical Assistant
Angela Verth	Teacher (part-time)	Dave Goodwin	Technical Assistant

Name	Position Held	Name	Position Held
<i>Community Learning & Development</i>		<i>Skills Development Scotland</i>	
Lorna Bruce	Admin Support Officer (part-time)	Lynne Rennie	Careers Advisor
Lynne Gordon	Senior Community Learning Worker		
Kimberley Whyte	Admin Support Assistant (part-time)		

Our Vision, Values and School Ethos

Mintlaw Academy is a school where learning, in all its forms, is valued and central to what we do.

Our **core values**, on which we seek to develop a positive learning environment, are:

- Respect
- Aspiration
- Inclusion
- Success

At Mintlaw Academy, our aims are:

1. To provide a learning and teaching experience of high quality, which challenges, motivates and meets the needs of each learner.
2. To provide a high quality curriculum which meets the needs of the individual, addresses national requirements and promotes an enterprising culture.
3. To ensure that all learners have the opportunity to realise their full potential through the promotion and recognition of achievement.
4. To promote responsible citizenship and to help the young person to develop values, beliefs and attitudes compatible with being a responsible citizen.
5. To provide a secure environment to support and nurture the personal, social and emotional development of each young person.
6. To promote health awareness and encourage the adoption of a healthy lifestyle.
7. To develop and sustain effective partnerships between the school and the wider community for the benefit of learners.

By meeting our aims, we hope pupils develop as successful learners, effective contributors, confident individuals and responsible citizens.

Positive Behaviour Management Policy and Procedures

The Positive Behaviour Management Policy and Procedures puts an emphasis on encouraging and acknowledging good behaviour, while working with pupils whose behaviour does not meet expectations. Teachers will try to build positive relationships with pupils and will try to teach in appropriate behaviour.

Behaviour Expectations

Expectations of behaviour have been set out, using the word Merit as a hook:

- **Meet** deadlines, be prepared and be on time
- **Ensure** that you always do your best
- **Respect** other people, their work and property
- **Instructions** should be followed first time
- **Treat** yours and others' safety seriously

Responding to Poor Behaviour

Where a pupil's behaviour consistently fails to meet some or all of these expectations, the teacher will try a range of strategies within the class to try to help, one of these may be to issue a Demerit which is recorded on the school system. If a pupil receives a significant number of referrals in a two-week period then a parental letter will be sent home. However, if these strategies do not work the teacher may decide to monitor the behaviour for a time, using a Merit Support Card. The Merit Support Card will highlight what goes well and/or what is causing concern.

Experience tells us that most pupils will change their behaviour when it is monitored closely and discussed frequently with them by teachers and their parents. If a pupil's behaviour improves, the slate will be wiped clean.

If behaviour does not improve, the pupil may be removed from class for a short time and may be referred to the year head who will, if necessary, seek further support for the child or use more punitive sanctions.

Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the Authority exclusion policy will apply. For further information on exclusions contact the school or go to http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf

Acknowledging Positive Behaviour

An important aspect of our Positive Behaviour Policy is to reward behaviour which meets the schools MERIT expectations. Every week, pupils will be awarded a Merit point for a specific criteria (see list below). Merit points contribute towards the overall House competition. Positive Referrals will be made when a pupil is deemed to have behaved in an exemplary fashion and satisfied one of the following criteria:

- Being a good ambassador for the school
- Going the extra mile
- Being a good citizen

On receipt of a nomination, an email will be sent home and the pupil will be issued with a certificate.

MERIT Expectation	Points Criteria
Meet deadlines, be prepared and be on time	<ul style="list-style-type: none"> • Meeting deadlines consistently • Being on time consistently • Bring diary/planner to school daily
Ensure that you always do your best	<ul style="list-style-type: none"> • Bring appropriate materials/ equipment/kit to class • Make consistently good effort in class
Respect other people, their work and their property	<ul style="list-style-type: none"> • Be consistently polite and respectful • Wear dress code consistently
Instructions should be followed first time	<ul style="list-style-type: none"> • Consistently good behaviour in class • Listen carefully and act on instructions first time
Take safety - yours and others' – seriously	<ul style="list-style-type: none"> • Behave in a way which ensure everyone's safety

How can be parents be involved?

We are encouraging teachers to use pupil Diary/Planners to record concerns: this may involve a note about work not being done, or about behaviour which does not meet expectations, or an acknowledgement of positive behaviour and effort.

We would encourage you to check your child's Diary/Planner regularly, not only to monitor homework, but also to check for comments of this kind.

Bullying

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?

More information can be found in the Aberdeenshire anti-bullying guidance at

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

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

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

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

Restorative Approach to Bullying Behaviour

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective and make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Aberdeenshire Council has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Race Relations Act

Schools actively discourage any racist language or behaviour. Where any such behaviour has been reported schools are required to record the incident and the person(s) involved. The behaviour will be dealt with according to school policy.

14 Our Vision, Values and School Ethos

At Mintlaw Academy we aim to provide and maintain a free, happy and secure environment in which pupils can learn. However, bullying can take place and can prevent pupils from achieving the best from their education. In order to reduce the effects of bullying, we suggest the following:

1. Be Vigilant

Watch out for the following changes of behaviour in your child, which could indicate your child is being bullied:

- lack of co-operation with yourselves and the school
- unwillingness to talk about school
- unwillingness to go to school
- unexplained illness
- aggression
- withdrawal into themselves

Of course, there can be other reasons for such changes but these could alert you to further problems.

2. Take Action

If you think your child is being bullied, you should

- a) Act sooner than later - do not ignore the situation.
- b) Re-assure and support your child.
- c) Encourage your child to speak about school - if not to you - maybe to someone else e.g. grandparents, friend or neighbour.
- d) Keep a note of any situation your child tells you about - e.g. where, when, names of offenders, and names of witnesses.
- e) Contact the school - in the first instance your child's Guidance Teacher.
- f) Encourage your child to stay with a group of friends whenever possible.
- g) Encourage your child not to react in a manner which would make matters worse, but to report any incident to the school.

3. Prevention

Here are some further guidelines which may help all of us to prevent bullying disrupting school life:

- a) Encourage your child to watch out for others being bullied and to be willing to report what they see.
- b) Encourage your child to respect others and not to get involved in any situation which could turn into bullying.
- c) Encourage your child to be honest and not to hide any situation.

You can be re-assured that the school takes the problem of bullying seriously. The following measures are some of the actions the school is already taking:

1. keeping parents of both victims and bullies informed of situations of bullying when appropriate;
 2. linking senior pupils with S1 classes to provide points of contact if the younger pupils are being bullied;
 3. talking about bullying in Personal and Social Education classes;
 4. using the disciplinary measures where appropriate on those caught bullying;
 5. monitoring incidents of bullying throughout the school;
 6. providing support for victims of bullying;
-

7. providing the use of supervised areas at lunchtime or break time for victims of bullying;
8. providing a lunchtime venue run by senior pupils where incidents of bullying can be reported.

Clearly the circumstances of each incident of bullying are different. However, the school will act as promptly as possible to deal with any incident, which is reported and will do so in a sensitive manner, which takes account of the individual situation.



Curriculum

Within Mintlaw 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. We will, therefore, have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

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

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, German and Spanish**

Curriculum Design

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

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

Curriculum Entitlements

The following entitlements are also provided for all pupils in Aberdeenshire Schools:

- A coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

(In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.)

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas and attainment and achievement in these areas are continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

Developing Young Workforce

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

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

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

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

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

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

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

Curricular Levels

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

In S1-3, as part of their **Broad General Education** learners are provided with a broad, balanced set of experiences designed around the curriculum areas above.

In addition there will be opportunities during the school year for pupils to participate in a range of interdisciplinary projects which provide the opportunity for them to apply cross-curricular skills.

After S2, pupils are offered a degree of choice within the curriculum areas listed above.

S4-6 pupils carry on their education in the **Senior Phase**. Here S4-6 are timetabled together, with all pupils taking courses which lead to National Qualifications. In S4 pupils will be expected to take 6 subjects, which will include English and Mathematics. S5 pupils will take 5 courses and a Wider Achievement option. The number of courses followed by S6 pupils is dependent on the course level (further details can be found in the Choice of Course Booklet). S6 pupils will also select two Wider Achievement options. In addition, national guidelines dictate that all pupils in S4-6 will continue to participate in the core subjects of PSE and PE.

For pupils in S4-6 qualifications are also available at National 2 and National 3 levels and these are indicated on the choice of course form. In some cases these qualifications are delivered in small class settings whereas others are available in classes where the same qualification is available at other levels.

In this way the range of qualifications we offer ensures inclusion and provides learning pathways for all with a particular focus on the development of key literacy and numeracy skills and their recognition through a qualification at an appropriate level. Qualifications are also offered at a range of levels by other awarding bodies: for example ASDAN.

In addition, national guidelines dictate that all pupils in S4-6 will continue to participate in the core subjects of PSE and PE.

Throughout their school career Principal Teachers of Guidance work with pupils both in classes and on an individual basis in making informed choices at key transition points in their life. By the end of S4 much work has been covered with pupils in self assessing their skills, exploring career paths, undergoing work experience, researching college and university courses and developing the necessary skills for employment. Guidance staff may call on partners from Skills Development Scotland and on representatives from agencies and a range of industries to come into school to speak with pupils. Pupils are also encouraged to reflect holistically on their personal development both in and out of school and are given opportunities to volunteer for additional responsibilities.

When children join the academy, they are put into a class in one of the 4 Houses – Brucklay, Deer, Mormond or Ugie. Practical subjects (Art, Home Economics, Science, and Technical) are taught within this house group, and pupils will be in a larger group with other pupils for their other subjects.

In S3 – S6, class composition is decided largely by pupils' subject choice but pupils will continue to meet as a house group for registration.

Arrangements for Pupil Choice and their Involvement in What and How they Learn

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

Further information may be found from the following websites:

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

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

<https://www.planitplus.net/Schools/OptionsS3/>

<https://www.myworldofwork.co.uk/my-career-options/choosing-my-subjects>

Please do not hesitate to contact the school should you wish to find out more about the curriculum for a particular year group.

School Policies

School and Authority policies are regularly being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies.

Learning and Teaching

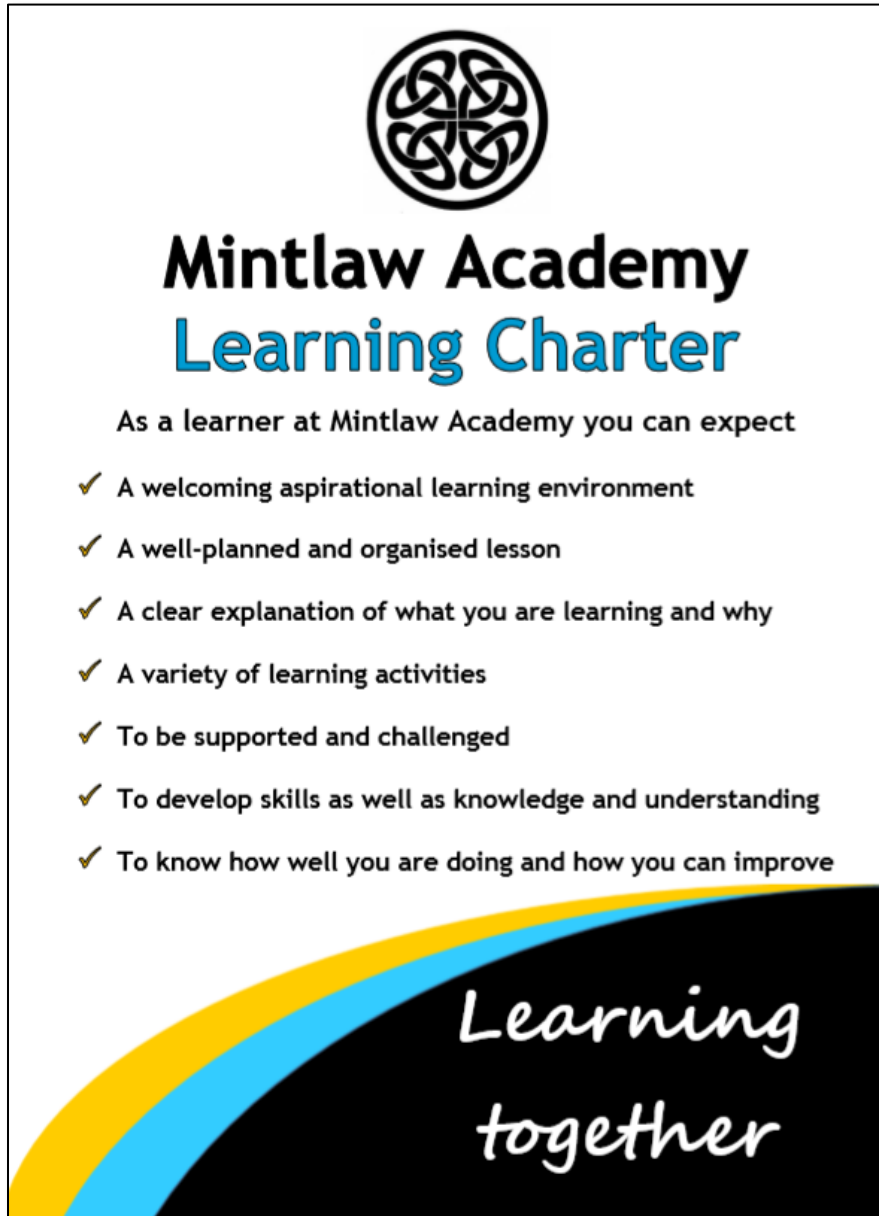
Our teaching approaches recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential and to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly plan tasks that are set at different levels of difficulty according to the carefully identified and agreed next steps for each pupil.

The Mintlaw Academy Learning Charter displayed in each classroom highlights what learners can expect in every lesson.



The poster features a circular logo at the top center, containing a complex, interlocking knot design. Below the logo, the title "Mintlaw Academy Learning Charter" is displayed in a bold, sans-serif font, with "Mintlaw Academy" in black and "Learning Charter" in blue. Underneath the title, the text "As a learner at Mintlaw Academy you can expect" is written in a smaller, black font. This is followed by a list of seven bullet points, each starting with a checkmark and describing a learning expectation. At the bottom of the poster, there is a decorative graphic consisting of a yellow and blue curved band above a black curved band. The words "Learning together" are written in a white, cursive font across the black band.

Mintlaw Academy
Learning Charter

As a learner at Mintlaw Academy you can expect

- ✓ A welcoming aspirational learning environment
- ✓ A well-planned and organised lesson
- ✓ A clear explanation of what you are learning and why
- ✓ A variety of learning activities
- ✓ To be supported and challenged
- ✓ To develop skills as well as knowledge and understanding
- ✓ To know how well you are doing and how you can improve

Learning together

Development of Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

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

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability.

See Aberdeenshire Council Policy at <http://aberdeenshire.gov.uk/jobs-and-careers/employee-benefits/equality-and-diversity/>

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

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

The key human aspects of learning are supported by:

- Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
 - Promoting social and moral learning through the way in which disciplinary issues are handled.
 - Ensuring staff and adults within the school provide positive models for pupils.
 - Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
 - Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.
 - Providing opportunities within the curriculum to advance personal and social development.
 - Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
 - Providing a programme of moral education.
 - Taking every opportunity to acknowledge, value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.
-

22 Curriculum

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

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.

Extra-Curricular Activities

Extra-curricular activities available to pupils can be found in the pupil area of the school website.

1+2 Language Learning

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

In our School the first foreign language will be either French or German. This language will be learned from P1 through to S3. For further information go to <http://aberdeenshire.gov.uk>

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

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

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

Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website.

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Pre school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

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

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

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

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

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

Parents will be informed of progress:

- through pupil profiles/learning logs
- through parent consultation evenings and other meetings
- through curriculum/learning events/parent workshops
- by regular tracking reports
- 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 and realistic target grade for each course they are studying. This forms the basis for learning conversations between staff and pupils to discuss progress and identify next steps. This is shared with parents/carers through tracking reports.

Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Assessment & Reporting

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment results are used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at Mintlaw Academy use a variety of formative assessment techniques in teaching pupils how they can improve upon their current work. This applies to all pupils, regardless of ability and ensures that opportunities to progress, achieve and attain are fair and inclusive.

Formative Assessment includes:

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement

These entitlements are included in Mintlaw Academy's 'Learning Charter'.

Pupils are also encouraged to self and peer assess, and to recognise their own strengths and learning needs. Once learning needs are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of their learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This will include summative assessment, diagnostic assessment and the use of appropriate national assessment resources.

Parents receive information about their child's progress and achievements throughout the year including teacher comments in pupil planners.

In addition tracking reports are sent home at regular intervals each session and provide important information about progress in learning and attainment including a pupil's effort, behaviour and homework (if appropriate).

At 'Parents' Evenings' there is an opportunity to discuss progress in courses. In the Senior Phase (S4-6) pupils and staff can monitor progress through the use of 'Target' and 'Working' grades which are discussed regularly and communicated to parents/ carers at key points in the session through tracking reports; for example after prelim examinations have been taken.

Pupils are supported to develop their skills in identifying and recording their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with class teachers. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be collated in S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of appropriate national assessment resources. Curriculum for Excellence levels (previously outlined) are experienced by pupils throughout their school career. During this time the children are signposted as making progress through the levels.

26 Assessment and Reporting

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, reports, parents evenings and through visits to school for information evenings.

Reports

From session 20 21 onwards more frequent tracking reports will replace the annual full report with comments.

These reports will provide parents with information regarding the progress of their child. In the Broad General Education (BGE) information about the Curriculum for Excellence level achieved and progress in the level a child is working at will be provided at regular intervals throughout the session. 'Ratings' will also be provided to indicate effort, behaviour and homework.

In S4-6 tracking reports provide target and working grades as well as ratings for effort, behaviour and homework.

Parents' Evenings (Paused for session 2020-21 due to Covid restrictions)

Parents' Evenings, at which parents may consult with their child's subject teachers, are scheduled at the start of the session. Advance notice of these meetings, giving the dates and times, are published in good time in the Parents' Newsletters and in the school calendar issued annually to all parents.

During parent interviews, information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home.

We also invite parents to make us aware of their children's wider achievements outside school on an ongoing basis.

Parents are welcome to request an interview to discuss their child's progress at any other time during the school session should they wish.

Educational Visits

From time to time each pupil will have the opportunity to participate in educational excursions. The nature of these varies from theatre trips or visits, to sporting events, to longer field trips or visits to foreign countries.

In each case parents will receive advance information detailing the full cost, the name of the teacher in charge, the itinerary, insurance details, any special equipment required etc. Parents will be expected to provide any necessary medical information and to impress on their children the need to behave in a responsible manner. Pupils participating in these trips will be expected to wear appropriate school dress unless the nature of the trip makes this impracticable. Before booking a place on any trip parents should satisfy themselves as to the arrangements for refunds in the event of cancellations and pupil illness.

Personalisation and Choice

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in cross curriculum study within a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within focus areas. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

Learners Involvement In The Life Of The School

Taking Responsibility

We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference. Some of the ways that we do this are:

- S4-6 Prefects
- Buddies – P7 pupils are paired with Senior Prefects and help them to settle into school life
- Young Leaders – teaching younger children to play co-operatively
- ECO group – help the school become more environmentally friendly
- Pupil Senate and Senior School Executive – making decisions about improvements to the school.
- Homework club

Wider Achievement

S1 pupils have the opportunity to be involved in Children's University. Children's University (CU) recognises pupils' efforts and achievements in learning activities done out with the classroom. Pupils who choose to be involved are issued with a special Passport to Learning. The learning they do at a range of activities allows them to build up CU 'credits'. These 'credits' can be gained for the following types of activities:

- School extra-curricular activities and clubs such as orchestra, hockey etc.
- Involvement with local organisations and clubs like Brownies, Guides, Cubs, Scouts, BBs, sports activities, music and drama activities etc
- Visiting places of interest like museums, science centres, historic properties

As pupils build up 'credits' in their Passport, they gain certificates, which are presented at a CU graduation at Aberdeen University.

S5/6 pupils as part of their Senior Phase curriculum are involved in a number of wider achievement projects. Many of these projects involve working with cluster primaries and the local community. Through the projects pupils are able to further develop their leadership skills, and skills for learning, life and work. S5/6 wider achievement opportunities include:

- Sports Leaders
 - Event Planning
 - S5/6 Year Book
 - Book & Number Buddies
 - Peer Mentoring
 - Science Club
 - Theatre Production
 - Happy Café
 - PC Passport
-

Achievement, Attainment and Assessment

Formal assessment is only one part of a child's progress. This along with professional judgement helps your child and your child's teacher to continually be aware of where they are in their learning across the curriculum. Achievement in personal development, participation in events, extra curricular activities and personal interests are also recognised, recorded and celebrated in different ways across school.

We also invite parents to make us aware of their children's wider achievements outside school on an ongoing basis and to encourage their children to do the same. This gives a more rounded view of an individual and ensures achievement other than academic is given credit and value.

In our partnership with parents, they are welcome to request an interview to discuss their child's progress at any other time during the school session should they wish.

Homework

All pupils, when they start at Mintlaw Academy, are issued with a dated Pupil Planner. It is expected that this planner be carried to school every day and used to record homework and revision. The more organised a pupil the better the quality of homework and revision produced. The Planner is an essential tool to assist in this organisation.

Homework and revision tasks are set throughout the year by subject teachers and will vary in style and length. There may be times when pupils do not have specific homework tasks to complete for the next day.

However, there will always be revision to be completed. For example, to be successful in Modern Languages requires revision of vocabulary learned that day. There are mathematical formulae to be read over until understood. There are notes in Science and Social Subjects to be gone over and tidied up. The list is endless...

The recommendation is that, during a school week, **each first year pupil sets aside the equivalent of three hours per week for homework and revision. Second year pupils should set aside the equivalent of five hours per week; pupils in third and fourth year should aim to complete up to eight hours per week, while pupils in S5/6 should spend up to ten hours per week depending upon** programmes selected. It is important to note this figure includes revision (regular) as well as set homework tasks. As well as improving the quality of learning, good study habits will be developed which are advantageous when working towards National certificate courses.

In order to work in partnership with us to support pupils using their planning effectively we would ask that parents check and sign their child's Planner each week. This signature is of particular importance in S1-S3 in the establishment of good study habits. We hope that in S4-S6 pupils will take responsibility for their own learning and planner use, although parent overview remains desirable. There is a space provided for this on each page. We will also monitor Pupil Planners regularly in school.

The school runs a homework club each lunchtime for all year groups.

Transitions (Moving On)

KEY TRANSITION POINTS

P7-S1

The transition process from feeder primaries to Mintlaw Academy is wide ranging and extensive. Throughout the months between January and July many activities, visits and events are planned each academic year:

January

- Two **visits by the Pupil Support Worker** accompanied by S1 Helpers who transitioned the previous year from the school being visited. The purpose of these visits is to explain the transition process and to answer any questions P7 pupils may have.
- **P7 Parents' Evening** – the purpose of this is to provide all parents and carers of P7 pupils the opportunity to visit the school and to be given essential information about the transition process, the curriculum and the necessary information to be supplied to the Academy by parents.

February

- **P6 Enterprise Event for P6 pupils.** This is an early transition event hosted by our Technology Faculty along with key business partners, where the P6 pupils from each primary get a chance to make their first trip to the Academy as a future S1 cohort. 'Business in a Box' provides the Primary 6 pupils and ideal opportunity to make new friends, break down barriers and engage in a fun and exciting business activity. The enterprise event will guide the pupils through the process of creating and running a business, learning skills from idea generation to handling money and selling products.
- **P7 Parents Learning visits** to observe some morning lessons of a Mintlaw Academy school day. Four dates are provided for parents of P7 pupils to allow them to visit the Academy during the school day; attending assembly, visiting lessons across the school, and having the opportunity to ask key staff and senior pupils questions about Mintlaw Academy.

March

- **P7 Science, Technology Engineering and Maths Event** at Mintlaw Academy. Held during British Science Week, where all P7 pupils take part in an event organised by Science, Technology and Maths pupils. During their one day experience P7 pupils participate in a range of science and engineering based activities from making a super-bouncy ball from school glue, to building a fully-functioning electronic circuit, and using a substance called polymorph to make their own souvenir of the day.

April

- **Transition Club** in Community Learning & Development huts begins. These sessions (around eight of them), are run by our community learning and development colleagues, along with our pupil support worker. Sessions involve a variety of activities designed to allow P7 pupils to meet and get used to working with, their future S1 peers.
 - **Initial Transition Day** at the Academy. This is an induction visit to the Academy for all pupils, where they get to spend the day getting to know the building, facilities and staff, whilst mixing with their new S1 peers.
-

30 Transitions (Moving On)

- **Online Transition via Microsoft Teams** begins, with a focus on preparing P7 pupils for the use of Teams by each department as an integral part of learning, teaching and assessment when they start S1 at the academy.

May

- **Rapid Response Outdoor P7 Transition Event.** P7 pupils will spend the day on the Mintlaw Academy playing fields and wider campus, taking part in a variety of active learning sessions in their new house groups.
- **Bridging Support and Enhanced Transition Programmes** begin. Day visits, and events are scheduled for pupils who may find the transition process more daunting. Pupils who will access the Enhanced Learning Suite in the Additional Support for Learning department, will have the opportunity to meet staff and gain an understanding of the amended curriculum they will experience.

June

- **Modern Languages** event. P7 pupils will visit the academy for the day, where modern languages department will deliver active learning sessions, with the support of senior pupils.
- **Three day Transition Visit** to Academy. All 3 days P7 pupils follow the timetable they will have in August

From November to June prior to transfer much information is passed from Primary to Secondary school about each pupil. Individual multi-agency and transition meetings (where appropriate) for pupils with additional support needs are planned and attended by academy staff. Throughout the transition process parents are kept informed of events and meetings and all are invited to a second virtual P7 parents' meeting in June (hosted through their young person's GLOW account on Microsoft Teams). Prior to transition, P7 pupils are tested in reading and spelling. There are programmes to help vulnerable, anxious pupils as well as those with learning and behavioural difficulties run by CLD and academy staff, pupil support worker and assisted by senior students. All academy staff receive detailed information on medical needs and learning needs prior to the three day visit in June. Support for pupils may be targeted or universal depending on need. Some pupils will be supported in our enhanced provision, the Enhanced Learning Suite, some will receive assistance from Pupil Support Teachers or Assistants while others may need specialist support including hearing or visual impairment. Additional arrangements are made for pupils carrying out assessments as required.

Parents may contact the Depute Pupil Support for information or advice or the Principal Teacher of Additional Support for Learning.

Broad General Education – Senior Phase

Pupils moving from the Broad General Education into the Senior Phase receive extensive support from their Principal Teacher of Guidance and the School's Careers Adviser. There are information meetings for parents led by members of the Senior Leadership Team to disseminate information about making the most effective choice of subjects in the Senior Phase and about the various options on offer, in and out of school.

Senior Phase – Leaving School

Much help and guidance is available for all pupils in S4, 5 or 6 to plan their future post school.

- Good links exist between Further Higher Education establishments in the local area and pupils are encouraged to take the opportunity to attend open days and taster sessions.
- All S4 pupils have the opportunity to have a week's work experience and this entitlement can be extended if necessary.
- All S1-6 pupils have the opportunity to attend our annual Careers Fair
- All faculties and departments give advice on appropriate courses and options, and the most appropriate level of study
- In their Personal & Social Education classes pupils are given wide-ranging careers education which includes enabling pupils to identify key skills, CV writing, interview skills and use of the My World of Work website
- Completion of UCAS forms and college applications

Visit Parentzone for more information about transitions:

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

1 Admissions

School Zone

A link to the map showing the school zone/catchment area is included at the back of this booklet. Please note that children who live within the school catchment zone for Mintlaw Academy are automatically entitled to a place. Please use the zone map to check whether or not you live within the School catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to request admission to the school. However out of zone admissions are not guaranteed and pupils out of zone are not entitled to free school transport.

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



Its vision is that:

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

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

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

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

5 Wellbeing

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 our school to feel happy, safe and supported to fulfil their potential.

6 Children's Rights

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

This means we:

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

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

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

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.

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

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

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

The Named Person for your child/young person is: Guidance Teacher

8 Educational Psychology

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

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

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

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

9 Enhanced Provision & Community Resource Hubs

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

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

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

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

10 Support for Learning

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

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

- Missing school because of an illness or long-term condition
 - Having a physical disability
 - Being a young carer
 - Communication difficulties
 - Being particularly able
 - Changing school a lot
-

36 Support for Children and Young People

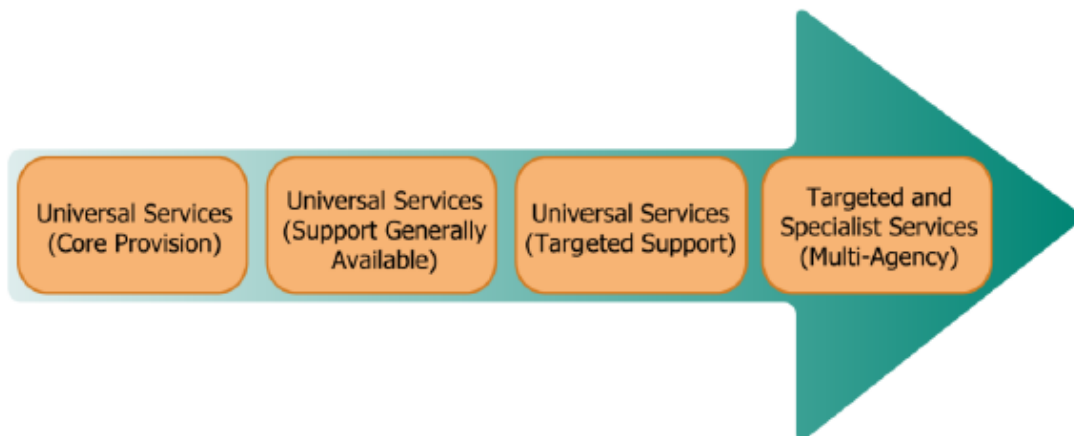
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation
- Suffering a bereavement
- Being bullied

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

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

11 The Child's Plan

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



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

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

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

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

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

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

12 Child Protection

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

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

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. In our school the designated staff member is: Mr Gerry McCluskey, Depute Headteacher.

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/>

13 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right for Every Child (GIRFEC)

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

Aberdeenshire Council

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

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Support for All

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

Enquire – National Parent Information Service and Helpline

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

Parent & Carer Involvement and Engagement

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

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

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

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

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

14 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.

15 Communication

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

Use of Groupcall to text and email

School Website

Twitter:

Mintlaw Academy	@MintlawAcademy
Creative Arts	@MintlawCreative
Developing Young Workforce	@MintlawDYW
Family Learning	@MintlawFamLearn
Guidance	@MintlawGuidance
Health & Wellbeing Faculty	@mintlaw_health
Library	@MintlawLP
Mathematics	@MintlawM
Modern Languages	@MfiMintlaw
Music	@MintlawMusic
Science Faculty	@MintlawSci

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Social Subjects Faculty	@mintlawsocsub
Support and Challenge	@Mintlaw_SandC
Technology Faculty	@Mintlawtech

parentsportal.scot

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

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

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

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

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

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

Headteacher surgeries (Paused early 2020/21 due to Covid restrictions)

Other means of communication include Head Teacher surgeries which will be held weekly, Tuesday evenings 4.00 pm – 5.00 pm, allowing parents to discuss matters of concern with the Head Teacher.

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. The calendar is available on the school website.

16 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 on our website.

17 Parent Forum and Parent Council

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

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

Contact the Parent Council Chairperson Victoria Fowlie or Head teacher for more information about getting involved in the Parent Council or email the address within the contacts at the start of this document.

18 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

19 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.

20 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

21 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 at:

www.mintlawacademy.aberdeenshire.sch.uk

All Aberdeenshire Council Education policies can be found here:

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

22 Attendance

Pupil Attendance and Absence Procedures

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal actions of adults.

It is important that staff and parents continue to work together to develop and improve arrangements for monitoring the care and welfare of all children and young people.

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

Attendance and Absence Procedures

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety.

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. Regular and punctual attendance is linked closely to achievement and school staff would wish to work with parents to ensure that children can achieve fully.

The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

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

Absences fall into two categories and the co-operation of parents in following the appropriate procedure in each case is earnestly sought.

(1) Planned Absence

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams. 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 request permission from the Head Teacher. 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 <http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

The pupils should take a note (or the appointment card) to his/her Register Teacher in the morning of the day he/she is to be absent, or the preceding day if he/she is going to be absent for the whole day. The note should give the reason for the request and indicate when he/she will return to school. Parents can also leave a message on the answering machine (01771 676670) at any time, or phone the school between 8am and 9.30am to explain an absence. **No pupil may leave school during the day without informing a senior member of staff.**

- Under normal circumstances we do not send work home in the case of absence.
- As far as possible such appointments should take place outwith the school day.

(2) Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts for the safety of the individual child. This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between 8:00am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
-

44 School Policies and Useful Information

- 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 the school office.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

If a pupil is absent, he/she should take a dated note **explaining the absence(s) and signed by one of the parents** to the Register Teacher on the first day back at school following the absence. When parents know that the absence of their child is likely to last **beyond 3 days**, they should let the school know.

If he/she feels ill during the school day, tell your class teacher and ask permission to report to the school nursing assistant. If appropriate, office staff will arrange for you to be collected from school

Lateness: Pupils are expected to arrive punctually at school for the commencement of the morning and afternoon sessions. **Any pupil arriving late must report to the School Office.** Instances of frequent or ill-explained lateness will be referred to the child's Guidance Teacher.

Communicable/Infectious Diseases

When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long children need to be kept at home and not sent to school either contact the school office or go to www.nhsgrampian.org exclusion policies for infectious diseases.

Head lice

Please check your child's head regularly (we recommend weekly) and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

The school follows the Aberdeenshire Attendance Policy:

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

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

23 Holidays during term time.

The Scottish Government has deemed that holidays taken during term time for primary and secondary children should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher.

Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to:

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

24 Dress Code

School Uniform

Pupils are expected to wear school dress while at school and when participating in organised school trips or activities.

School Dress:

- Mintlaw Academy blazer (S5/S6 and S4 Prefects, **optional for S1-S4**)
- Mintlaw Academy tie
- White shirt
- Mintlaw Academy black jumper/cardigan (**optional**)
- Black trousers or skirt
- Sensible black shoes (including all black trainers)

Other Dress Information:

- For PE classes, pupils are expected to have a full change of PE kit including footwear and clothing suitable for participating in indoor and outdoor activities.
- Football tops and sportswear are acceptable for PE, but not in other classes.

Not acceptable:

Facial piercing items.

Clothes with offensive slogans or drug/alcohol-related logos, which are inappropriate for school.

Casual/leisure wear (e.g. cropped tops, denim jackets)

For safety reasons, excessively long or baggy trousers, stiletto heels, acrylic nails, large loop earrings or garments made of flammable materials.

How to order school dress items:

(Prices may be subject to change)

- ❖ Ties from the school - £3.00
- ❖ Academy Uniforms – blazers/knitwear –
Can be ordered online for home delivery (chargeable) or free delivery to the school in June, August and December

www.academyuniformsmpc.com

Blazer - £44.00 to purchase (Senior pupils may lease from the school - £20)

Knitwear (100% cotton) - Jumper - £16.50, Cardigan - £17.50

- ❖ Pom Print (Mintlaw) - knitwear only (cotton/acrylic 50/50)
(Unit 2/3, Station Road - Mon-Fri 9am-5pm)

<https://www.pomprintdesigns.com/academies/mintlaw-academy>

- ❖ Donalds (Peterhead) – knitwear and ties
(7 St Andrews Street – Mon-Sat 8am-5pm)
-

Please remember to label all pupils' clothing and personal items with their name. Numerous items of clothing and other items are handed into lost property and are never claimed, eventually being donated to charity each year.

25 Clothing Grants

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

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

26 Transport

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

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

27 Privilege Transport

Transport provision is also made available for pupils who are not entitled to free transport. Privilege transport is provided on school transport services subject to spare seating capacity. 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 given written notice and removed from transport.

In-Zone Privilege Transport – Safety

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

Out of Zone Privilege Transport

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

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

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

Local Bus/Registered School Bus Services

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

28 Early Learning & Childcare Transport

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

29 Special Schools and Enhanced Provision

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

30 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

If you are concerned about local weather conditions 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...

48 School Policies and Useful Information

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 **021100**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

31 Storm Addresses

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

32 Change of address and Parental Contact Details

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

33 Anti-bullying Guidance

What is Bullying?

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

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether

perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.

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

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

What will the school do about it?

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

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

More information can be found in our School's anti-bullying guidance on our website.

34 School Meals

Secondary School Lunches

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

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

Secondary school menu and prices

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

View the

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

There are many benefits of having a school lunch:

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

50 School Policies and Useful Information

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

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

Online payments system

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

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

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

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

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

Free School Meals Information

Am I entitled to free school meals?

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

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

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

If you require any further information regarding School Catering send a message to this email address - schoolmeals@aberdeenshire.gov.uk.

35 Healthcare & Medical

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

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

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

The school is fortunate to have a 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 are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

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

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

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

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

How can Parents Help?

1. Contact the school if you are worried about any aspect of your child's health, or emotional well-being.
2. Please fill in and return all questionnaires sent to you. This assists the school to meet your child's needs.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

YOU CAN CONTACT YOUR SCHOOL HEALTH STAFF AT: -

School Nurse - Kelly Jarvis, 01771 676670

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor.

Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, ie in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf.

Illness during the school day

Children who are ill are best kept at home for their own comfort.

However, should your child become ill during the school day, we will contact you or your emergency contact. Every care will be taken to make your child comfortable until the arrival of a responsible person. Please be aware that staff in school have a range of duties to perform in a day so we would ask that you make arrangements to collect your child as quickly as possible.

36 Schools and Childcare - Coronavirus

Information for parents, carers and young people on return to school arrangements in Aberdeenshire schools and early learning facilities.

- [New term arrangements](#)
- [Contingency planning](#)
- [School meals](#)
- [School transport](#)
- [Family Information Service](#)
- [Shine a Light on Lockdown](#)

If you are a British Sign Language (BSL) user, please watch our video explaining out schools and childcare arrangements. You can also contact us via [contactSCOTLAND-BSL](#), an online British Sign Language interpreting service

37 Exclusion

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

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

38 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 Public Liability Insurance

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

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

42 School Off Site Excursion Insurance

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

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

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

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

Duty of Care

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

43 Data we hold and what we do with it.

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

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

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

44 The information we collect from you

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

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

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

45 Your Data, Your Rights

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

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

The Council is required where it is data controller under the GDPR to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible and easily accessible way and must be written in clear and plain language. There are a number of examples available on <http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notice>.

46 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>

47 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.

48 ScotXed

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

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

More information on what and why they need data about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

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

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

- Contact the Data Protection & Information Assets team at the Scottish Government on dpa@gov.scot, or
 - The Head of Education Analytical Services, Mick Wilson, on at mick.wilson@gov.scot,
 - You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
 - Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.
-

Further Information

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

School Improvement Plan

Mintlaw Academy School Improvement Plan (SEIP) can be found by following the link below
<http://mintlawacademy.aberdeenshire.sch.uk/pc/>

Members of Parental Groups

Parent Council

Chairperson	- Vicky Fowlie
Secretary	- Karen Osterberg
Treasurer	- Yvonne Beagrie

Stats for Attainment

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

The dashboards can be consulted [here](#)

School Events Calendar & holidays

<http://mintlawacademy.aberdeenshire.sch.uk/dyf/>

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>
