



From mountain to sea

Skene School

Handbook 2019/20



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All information in this handbook is correct as of October 2019

Introduction to Skene School

Welcome to Skene Primary School. 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 happy and industrious school with a real sense of community spirit. We value that the education of each child/children 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.

At present I, Mrs Amanda Blackwood, am Head Teacher Monday – Thursday and Miss Michelle Law is Acting Head Teacher on a Friday.

School Contact Details

Amanda Blackwood	01224743242
Skene School	http://skene.aberdeenshire.sch.uk/
Skene	skene.sch@aberdeenshire.gov.uk
Aberdeenshire	Skene School and Parent Council
AB32 6YJ	Facebook Page

Adverse weather and emergency closure

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

Information Line 0370 054 4999 [022550] (Please do not use this line to leave messages for the school.)

Skene School is situated in an attractive, rural location half a mile west of the village of Kirkton of Skene. The view from the school is of the Loch of Skene and the Tower Lodges of Dunecht Estate (featured in our school logo and on our school badge). The catchment area is Kirkton of Skene, Roadside of Garlogie and the surrounding rural area. On leaving Skene Primary School the pupils transfer to Westhill Academy. Skene School is a non-denominational school with a role of 72 pupils.

The school's current roll is 79. The school roll has more than tripled in size over the last 5 years. Skene School provides education for children aged 5 –12 in primaries 1-7. This session we have 4 classes. Our team consists of a Head Teacher, 4 class teachers, an Additional Support for Learning (ASL) Teacher, 2 PSA's, an Administrator, An Administration Assistant, a Cook, Kitchen Assistant, School Crossing Patroller, a Cleaner and a Janitor (all of whom are part time). The current Head Teacher took up post on February 1st 2016. We have Core Staff delivering Physical Education and French. Our Active Schools Coordinator provides a wide

range of additional active and sporting activities for our children.

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

The school day...

Following consultation with our Stakeholders in 2017, our school day is now as follows:

09:00	School starts
09:00 – 10:30	Learning Session 1
10:30 – 10:45	Morning Break
10:45 – 12:15	Learning Session 2
12:15 – 13:00	Lunch
13:00 – 14:00	Learning Session 3
14:00 – 14:15	Afternoon Break
14:15 – 15:15	Learning Session 4
15:15	School Ends

Our staff team.....

Head Teacher	Mrs Amanda Blackwood
Quality Improvement Officer/ Westhill Cluster Lead	Mrs Moira Lawson

P1/2	Miss Jessica Bruce
P3/4	Mr Liam Spicer/Mrs Debbie Smart
P5/6	Mrs Kirsteen Knight/Mrs Amanda Blackwood
P6/7	Miss Michelle Law

ASL	Mrs Kerry Alexander
French	Mr Liam Spicer
PE	Mrs Debbie Smart
PSA	Mrs Alison Powell
School Administrator	Mrs Julia Minshull
Administration Assistant	Mrs Alison Powell
Janitor	Mr Neil Walker
School Cook	Mrs Lorraine Stewart
Kitchen Assistant	Mrs Karin Stengs
School Crossing Patroller	Mrs Alison McPherson
Ministers	Rev. Stella

Our Vision, Values and School Ethos

Our Vision:

Working together, learning together, to be the best we can be

All stakeholders worked together to agree our values and collate the behaviours/expectations to support each of our values. These are:

1) Partnership working

- We will share our ideas and learn from each other
- We will work together
- We will be part of a team with our local community
- We will value the support from our community

2) Opportunities for All

- We will let everyone talk (but not all at once)
- We will celebrate success no matter how small
- We are able to learn in different ways and with different people
- We will use and share our talents

3) Being Safe

- We will look out for and protect each other
- We know who we can go to if we need help
- We will make sensible choices to keep everyone safe (tuck in chairs, no running, hold scissors properly)
- We will keep our school clean and tidy

4) Respect for Everyone

- We will be a good friend and take care of one another
- We will respect that everyone is different in their own way
- We will always listen to others and value what they say
- We will tell the truth and be honest
- We will look after our own things and other people's things too

5) Can do attitude/Growth Mindset

- We will not give up (we will persevere).
 - We know mistakes are part of learning. To fail is the First Atttempt in Learning
 - We will try new things and take risks.
 - We will encourage everyone to do their best.
 - We will be the best we can be!
-

Curriculum

Within our school, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging 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 school's approach to Curriculum for Excellence including information for parents, can be found on the school website at: skene.aberdeenshire.sch.uk.

Curricular Areas

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

Curriculum Design

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

- Challenge and enjoyment
-

8 | Curriculum

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

Please see below a copy of our Curriculum Rationale:

Skene School Curriculum Rationale
"Working together, learning together, to be the best we can be"

Our 5 Values

- ✓ Being Safe
- ✓ Can Do Attitude/Growth Mindset
- ✓ Opportunities for All
- ✓ Partnership Working
- ✓ Respect for Everyone

The purpose of the curriculum...
The 4 Capacities...

Successful learners

- demonstrate an enthusiasm for learning
- demonstrate the most high academic achievement
- demonstrate high literacy and communication skills
- demonstrate communication and listening skills
- demonstrate the ability to work independently
- demonstrate the ability to work with others
- demonstrate the ability to work with others
- demonstrate the ability to work with others

Confident individuals

- are confident
- are confident
- are confident
- are confident
- are confident
- are confident
- are confident
- are confident

Responsible citizens

- respect for others
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community

Effective contributors

- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community
- demonstrate an understanding of the school and community

To enable all young people to succeed:

Health and Well-being Indicators
 All children should be...

National Priorities
 Improvement in attainment, particularly Numeracy and Literacy.
 Closing the attainment gap between the most and least disadvantaged children.
 Improvement in children and young people's Health and Wellbeing
 Improvement in employability skills and sustained positive school leaver destinations for all young people.

The 8 Curricular Areas

Literacy and English	Health and Wellbeing
Mathematics	Expressive Arts
Technologies	Science
Social Studies	RME

Teachers and pupils plan through discrete learning, cross-curricular learning and interdisciplinary learning.

The 7 Design Principles

Personalisation and Choice	Progression
Depth	Coherence
Challenge and Enjoyment	Breadth
	Relevance

How are we going to achieve this?
 We will achieve this by...
"Working together, learning together, to be the best we can be."

Developing Young Workforce

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

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

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

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

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

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

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

Curricular Levels

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

Development of Spiritual, Moral, Social and Cultural Values

< 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

We offer a range of extra-curricular activities including:

P3 – 7 Chess Club	Monday 12:15 – 1:00pm
P3-7 Craft Club	Tuesday 12:15 – 1:00pm
P3-7 Netball Club	Tuesday 3:30 – 4:20pm
P2-7 Football Club	Tuesday 4:25 – 5:15pm

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 is French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

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

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

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

Further Information

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

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 (Preschool – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

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

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

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

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

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

Parents will be informed of progress:

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

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

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

In the Senior Phase pupils embark on the National Qualifications.

As pupils enter this phase they are set an aspirational target grade for each subject they are studying. This forms the basis for learning conversations between staff and pupils to discuss progress and identify next steps. This is shared with parents/carers through TRACKING Reports.

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

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

Transitions (Moving On)

At Skene School we work hard to ensure that transitions at all stages of Primary school are smooth for both our pupils and their families.

We work closely with our feeder Nurseries and Playgroups in the Westhill Area. These include Westhill Nursery, Crombie Nursery, Elrick Nursery and Kirkton of Skene Playgroup. We have an extensive transition programme for our new Primary 1 pupils and have a calendar in place for this. Each year we strive to involve pupils, staff and parents in our evaluations of the process to ensure the process meets the national policy of 'Getting it Right for Every Child'.

Each year we have a 'Stepping Up' Week to support transition between year groups/classes. As we are a small school and believe in cross stage working as part of our ethos, the staff pride themselves in knowing all of the children across the school. This also aids the transition process. The 'Stepping Up' Week involves at least three sessions with the new classes. We work closely as a staff team and with parents to ensure we consider all factors and make the best decision for everyone.

Westhill Academy is our zoned Secondary School. They have a long-established transition programme and work closely with all of the cluster primaries. The transition process starts as early as January to ensure our pupils are well prepared for the next chapter of their education. Enhanced transition is offered for pupils who require it.

Transition is also an opportunity for parents to meet their child's teacher/**Named Person** and to ask any questions or share any information about your child's needs which will help support them through any transition.

Visit Parentzone for more information about transitions:

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

1 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

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

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

2 Placing requests & School Zones

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

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

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

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

Support for Children and Young People

3 Getting it Right for Every Child

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

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



Its vision is that:

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

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

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

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

4 Wellbeing

Wellbeing of children and young people sits at the heart of the *Getting it Right for Every Child* approach. Eight Wellbeing Indicators shown 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.

5 Children's Rights

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

This means we:

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

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

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

6 The Named Person

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

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

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

The Named Person can help by:

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

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

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

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

The Named Person for your child/young person is Amanda Blackwood, Head Teacher.

7 Educational Psychology

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

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

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

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

8 Enhanced Provision & Community Resource Hubs

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

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

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

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

9 Support for Learning

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

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

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

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

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

10 The Child's Plan

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



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

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

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

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

Information is available on the Aberdeenshire *Getting It Right for Every Child* Website: <http://www.girfec-aberdeenshire.org/>

11 Child Protection

Child protection is the responsibility of all who work with children and families regardless of whether they come into direct contact with children. All workers must be fully informed of their responsibilities in respect of keeping children safe. All services

working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

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

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. In our school **the designated staff are Amanda Blackwood and Michelle Law.**

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

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

You can speak to designated staff in our school

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

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you, they are being abused:

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

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

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

12 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right for Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire – National Parent Information Service and Helpline

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

Parent & Carer Involvement and Engagement

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

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

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

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

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

13 Parental Engagement

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

14 Communication

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

- Use of Groupcall to text and email
- School Website: <http://skene.aberdeenshire.sch.uk/>
- Social Media – Skene School and Parent Council Facebook Page
- Termly Class Newsletters
- Open Events/Sessions
- Head Teacher Huddles
- Stakeholder Consultations

The school calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child’s progress, wellbeing and behaviour (see Appendix 5).

15 Learning at Home

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

At our school we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy which can be found at skene.aberdeenshire.sch.uk.

16 Parent Forum and Parent Council

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

The **Skene School 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 Lynne Pirie or Head teacher for more information about getting involved in the Parent Council or email: skene.sch@aberdeenshire.gov.uk.

17 Parents and School Improvement

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

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

18 Volunteering in school

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

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

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

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

19 Collaborating with the Community

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

20 Addressing Concerns & Complaints

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

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

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

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

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

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

School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found at skene.aberdeenshire.sch.uk.

All Aberdeenshire Council Education policies can be found here:

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

21 Attendance

What pupils need to know:

Good attendance is vital to engaging with a quality education. Lateness is a problem which causes significant disruption to the learning of children and young people and therefore at Skene School, we monitor absences and lateness.

An attendance check is carried out at two points during the day. When a pupil is marked absent at any registration point during the day, and if no advance notification of a reason for absences has been received, attempts to make contact with home will be made by telephone or text.

It is our policy that contact should be made with the named emergency contacts if parents/carers are unable to be reached by 10am. We maintain up-to-date contact information and requests to ensure it is accurate and correct are sent up annually. Parents and Carers are requested to inform us of any changes throughout a session.

Should a pupil have to leave school during the day (e.g. to attend a hospital appointment), an explanation must be provided to ensure that the school knows the time that they will be collected, who they will be collected by, and at what time they are due to return. If the parent wishes the child or young person to travel unaccompanied to the appointment, this should be explained. Explanations can take the form of a written note, email or telephone call.

We have a clear system of signing in and signing out for pupils to ensure that staff know who is present in the building at any one time.

If a child feels ill, they should tell their class teacher and ask permission to report to the school office. If appropriate, office staff will arrange for you to be collected from school.

What parents needs to know:

The school follows the Aberdeenshire Attendance Policy:

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

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

22 Holidays during term time.

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

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

23 Dress Code

Pupils at Skene School are expected to wear the following items to school:

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

PE Kit consists of – T shirt which tucks into shorts, standard length shorts, socks, gym shoes preferably with Velcro or elastic fastening for younger pupils. These should be kept in a gym bag.

With regard to safety, the wearing of jewellery is actively discouraged in our school and is not permitted during PE lessons. If your child has pierced ears, please ensure he/she can remove and replace their own earrings. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons and parents should provide a named roll of surgical tape for this purpose.

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

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

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

Suppliers: Gilmour Sports via schoolwearmadeeasy.com

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

24 Clothing Grants

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

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

25 Transport

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

26 Privilege Transport

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

In-zone Privileged transport

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

In-Zone Privilege Transport – Guaranteed

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

Out of Zone Privilege Transport

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

transport pupils may be removed, with written notice, at any time for In-Zone Privilege and Entitled transport pupils

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

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

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

27 Early Learning & Childcare Transport

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

28 Special Schools and Enhanced Provision

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

29 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

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

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

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

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

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

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

School Information Line

Tel: 0370 054 4999 then **02 + your school's 4 Digit Pin**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

30 Storm Addresses

When there has been severe snowstorm during the day it may be prudent for pupils who live some distance from the normal bus routes not to attempt to reach their homes but to spend the night in alternative accommodation nearer school. It is the parent's responsibility to inform school about any pupils who may be at risk in such

situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

31 Change of address and Parental Contact Details

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

32 Anti-bullying Guidance

What is Bullying?

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

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

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

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

What will the school do about it?

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

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

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

More information can be found in our School's anti-bullying guidance at (insert link to school version of policy and guidance below*). Copies of this school guidance can also be accessed via the School Office.

33 School Meals

Primary School Lunches

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

How does My Child Choose their Lunch?

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

Menus

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

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

Recipes Online

Many of the items on the menu can be made at home. To access the recipes, click on the food item in the online menu and you will be taken to another page to view the ingredients and method for making the item yourself. Parents often comment that their child has enjoyed something unexpected at school. These online recipes also display important allergen and nutritional information.

A daily School Meal menu offers:

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

My Child has Allergies/ Intolerance

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

Special Events and Celebrations

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

How Much does a Primary School Meal Cost?

£2.50 (June 2019)

How do I pay for Lunches?

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

Am I entitled to free school meals?

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

Free school meals leaflet

<https://www.aberdeenshire.gov.uk/media/21463/free-school-meals-information-leaflet.pdf>

Online payments system

www.aberdeenshire.gov.uk/my

Although you may not have a child in P4-7 we do encourage all parents to set up an account. Information on setting up an account can be found here

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

What Happens if I Don't Pay?

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

What do I do if I Can't Pay?

We are here to support families so please let us know if you are unable to pay and we can do whatever we can to assist you. We understand that families lead busy lives meaning lunch payments are forgotten about or not prioritised. If you feel you can't pay, please look at the free school meal leaflet.

<https://www.aberdeenshire.gov.uk/media/21463/free-school-meals-information-leaflet.pdf>

If this doesn't apply to you, please let us know and we will work together with school and do whatever we can to assist you.

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

34 Healthcare & Medical

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.

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.

35 Exclusion

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

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

36 Educational Visits

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

37 Instrumental Tuition

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

For further information go to:

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

38 Public Liability Insurance

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

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

39 School Off Site Excursion Insurance

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

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

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

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

Duty of Care

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

40 Data we hold and what we do with it.

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

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

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

41 The information we collect from you

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

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

The information held by Aberdeenshire Council is used to assess, plan, coordinate, deliver and quality assure the education services to your child. The Council does not use an automated process for making decisions about your child or the services required; decisions are made with you. We will keep this information for a period of 5 years from the maximum school leaving age of your child, as required to by The

Pupils' Educational Records (Scotland) Regulations 2003, unless we have a legal responsibility to keep the information for a longer period of time.

42 Your Data, Your Rights

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at: <https://www.aberdeenshire.gov.uk/online/legal-notices/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-notices>.

43 Parental Access to Records

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

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

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

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

44 Information Sharing

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

45 ScotXed

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

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

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

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

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

Further Information

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

Appendix 1 School Improvement Plan – key priorities

Appendix 2 Members of Parental Groups

Appendix 3 Stats for Attainment

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

The dashboards can be consulted [here](#)

Appendix 4 School Events Calendar & holidays

Appendix 5 Map of catchment area and school buildings

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>

Appendix 1

Priorities noted on Improvement Plan for Session 2019/20 are as follows:

Aberdeenshire Priority: Partnerships

Skene School Value(s): Partnership Working, Respect for Everyone

QI Links	Links to NIF Drivers and Priorities	Links to Professional Standards	Aim/Outcome
2.7 Partnerships	<p>School Improvement and Parental Engagement</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>2.2.2 Have knowledge and understand-in of the schools and learning communities in which they teach and their own profession-al responsibilities within them</p> <p>3.1.5 Work effectively in partnership in order to promote learning and wellbeing</p>	<p>Develop partnerships with School Community to re-establish links and reputation</p> <p>'Unity in Community'.</p>
<p>2.2 Curriculum – Skills for Learning, Life and Work</p> <p>3.3 Increasing creativity and Employability</p>	<p>School Improvement</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p>	<p>1 Trust and Respect</p> <p>3.1.5 Work effectively in partnership in order to promote learning and wellbeing</p>	<p>DYW – Continue to develop skills linked to business, enterprise and employability</p>

Aberdeenshire Priority: Learning, Teaching and Assessment **Skene School Value(s):** Opportunities for All

QI Links	Links to NIF Drivers and Priorities	Links to Professional Standards	Aim/ Outcome
2.2 Curriculum	School Improvement	2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes	<p>Develop planning format that is fit for purpose in Skene 2019/20. Ensure 'workload' is a key consideration.</p> <p>Progression planning and consistency across school.</p> <p>Teacher accountability and professional respect. Aid transitions, handover and moderation.</p> <p>Whole School Curriculum coverage is tracked throughout the year, supporting planning.</p>
2.2 Curriculum 2.3 Learning, teaching and assessment	School Improvement Teacher Professionalism Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes	<p>Implement consistent and progressive Mental Maths Scheme across the school – SAMSON maths</p> <p>Evaluate current approaches to writing, seeking new innovative ideas to develop approach and assessment.</p> <p>Explore Listening and Talking approaches and assessment opportunities.</p> <p>Continue to provide topical reading contexts as per last year's plan and PEF plan.</p>

Aberdeenshire Priority: Self Evaluation **Skene School Value(s):** Can do Attitude, Respect for Everyone, Partnership working

QI Links	Links to NIF Drivers and Priorities	Links to Professional Standards	Aim/ Outcome
1.1 Self-evaluation for self-improvement	School Leadership School Improvement	1 Trust and Respect, Integrity and Professional Commitment 3.1.5 Work effectively in partnership in order to promote learning and wellbeing 3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise	Stakeholders to support leading school improvement (areas outlined in this plan)
1.1 Self-evaluation for self-improvement	School Leadership School Improvement	1 Trust and Respect, Integrity and Professional Commitment	To have staff well-being at the forefront of decisions and actions.

Priority: Raising Attainment/Achievement **Skene School Value(s):** Opportunities for All, Can do Attitude

QI Links	Links to NIF Drivers and Priorities	Links to Professional Standards	Aim/ Outcome
3.2 Raising attainment and achievement	Assess-ment of Children's Progress School Improvement Parental Engagement Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	3.1.5 Work effectively in partnership in order to promote learning and wellbeing	Celebrate and value all achievements, in school and out with (in a time effective way). Explore interests and strengths for all children.

<p>2.3 Learning, teaching and assessment</p>	<p>Assess-ment of Children's Progress School Improvement School Leadership Improvement in attainment, particularly in literacy and numeracy</p>	<p>2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting</p> <p>3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning</p>	<p>Reporting</p> <p>Develop new style of reporting that is robust and that is supported by WTA.</p> <p>Explore the range of assessments being used. Evidence of learners evaluating their own learning</p>
<p>2.4 Personalised support</p>	<p>Assess-ment of Children's Progress School Improve-ment Closing the attainment gap between the most and least disadvantaged children.</p>	<p>3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners</p>	<p>Meeting Learners Needs</p> <p>Aspire to Getting it Right for Every Child</p>

Appendix 2

Elected Members of the Parent Council 2018/19

Chairperson: Lynne Pirie
Treasurer: Jo Cruickshank
Secretary: Lynne Docherty

Office bearers are supported very well by the other members of the Parent Forum with roles split to ensure they are manageable and achievable.



Appendix 3

Percentage of children within or above expected levels

Health and Well-being

<u>CfE Level/Year Group</u>	<u>Number of Pupils in relevant year groups</u>	<u>% on track to achieve or EE</u>
Early – P1	9	89
First – P2/3/4	10	100
Second – P5/6/7	3	67

Numeracy

<u>CfE Level/Year Group</u>	<u>Number of Pupils in relevant year groups</u>	<u>% on track to achieve or EE</u>
Early – P1	9	89
First – P2/3/4	10	90
Second – P5/6/7	3	67

Reading

<u>CfE Level/Year Group</u>	<u>Number of Pupils in relevant year groups</u>	<u>% on track to achieve or EE</u>
Early – P1	9	100
First – P2/3/4	10	90
Second – P5/6/7	3	100

Writing

<u>CfE Level/Year Group</u>	<u>Number of Pupils in relevant year groups</u>	<u>% on track to achieve or EE</u>
Early – P1	9	100
First – P2/3/4	10	40
Second – P5/6/7	3	66

Appendix 4

School Events Calendar and Holidays including Assessment Opportunities

Term 1

- Monday 30th September - Wednesday 9th October (excluding 8/10) - Bikeability
- Wednesday 2nd October - CLD session for P7 transition
- Tuesday 8th October - MCMEDS Splash n Dash Swimming Gala
- Wednesday 9th October - P3/4 Trip to Macduff Aquarium
- Thursday 10th October - Bikeability Assessment and Last day of Term
- Friday 11th October - INSET 3

Term 2

- Monday 28th October - School returns
- Tuesday 29th October - SSPCA Visits
- Thursday 31st Assembly - Minister Assembly
- w/c Monday 4th November - Snapshot Jotters Literacy
- Tuesday 5th November - P1/4 Road Safety Magic Show and P5-7 French Film Festival
- Friday 8th November - P6/7 Curling @ The Curl Aberdeen
- Parent Council SecondHand Book Sale @ Westhill Community Church 10 - 12:30pm (tbc)
- w/c Monday 11th November - Snapshot Jotters Numeracy
- Tuesday 12th November - School Photographer
- Friday 15th November - P6/7 Curling @ The Curl Aberdeen
- Monday 18th November - INSET 4
- Tuesday 19th November - INSET 5
- Wednesday 27th November - Flu Immunisations
- Thursday 28th November - Minister Assembly
- Thursday 19th December - P1-4 Nativity @ Kirkton of Skene Church, 6:30pm
- Friday 20th December - Last day of term

Term 3

- Monday 6th January - School returns
 - Thursday 30th January - Minister Assembly
 - Friday 7th February - Book Creators emailed home
 - Thursday 13th February - Mid Term Holiday
-

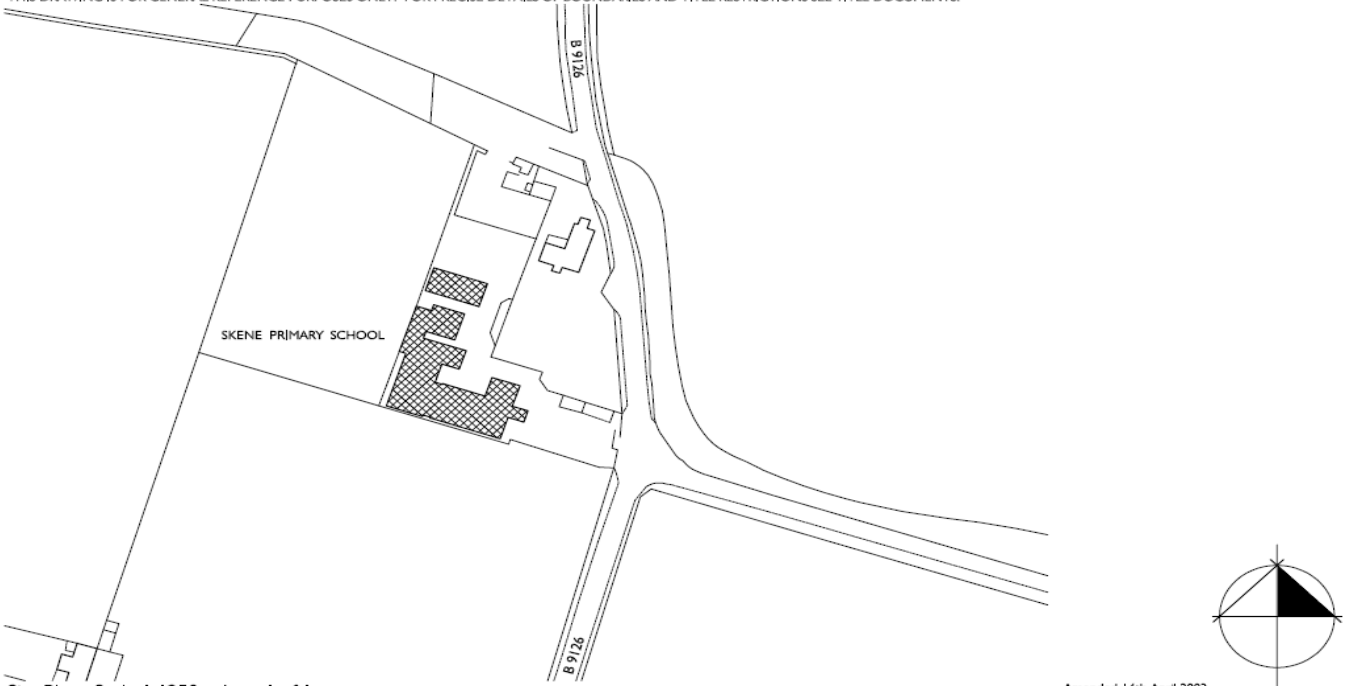
- Friday 14th February - Mid Term Holiday
- Monday 17th February - Mid Term Holiday
- Tuesday 18th February - INSET 6
- Wednesday 19th February - INSET 7
- Thursday 27th February - Minister Assembly
- Friday 3rd April - Last day of term
- Friday 3rd April - Easter Assembly @ Kirkton of Skene Church, 1:45pm
-

Term 4

- Monday 20th April - School returns
 - Thursday 30th April - Minister Assembly
 - Friday 8th May - May Day Holiday
 - w/c Monday 11th May - Snapshot Jotters Literacy
 - Wednesday 13th May - Parent Interviews 4:30 - 7pm
 - Thursday 14th May - Parent Interviews 3:30 - 5:30pm
 - w/c Monday 18th May - Snapshot Jotters Numeracy
 - Friday 22nd May - P6 Sailing @ Loch of Skene, 9:30 11:30am
 - Thursday 28th May - Minister Assembly
 - Friday 19th June - Book Creators emailed home
 - Monday 22nd - Friday 26th June - P6/7 Residential Trip to Abernethy, Nethybridge
 - Tuesday 30th June - House Challenge Tuesday
 - Wednesday 1st July - Leavers Service @ Kirkton of Skene Church, 9:30am
 - Thursday 2nd July - End of year celebration
 - Friday 3rd July - Whole School Trip (tbc)
-

Appendix 5

THIS DRAWING IS FOR GENERAL REFERENCE PURPOSES ONLY. FOR PRECISE DETAILS OF BOUNDARIES AND TITLE RESTRICTIONS SEE TITLE DOCUMENTS.



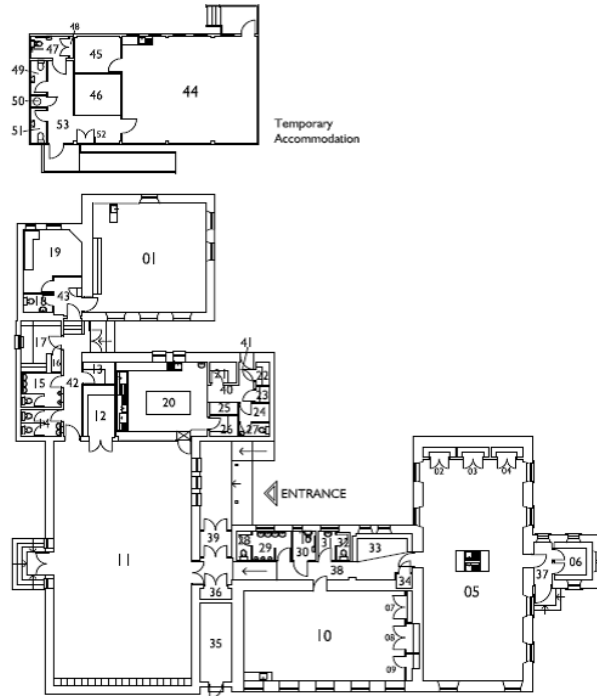
Site Plan - Scale 1:1250 - sheet 1 of 1

Amended 14th April 2003

REFERENCE DRAWING No. **GI452 RSI** Date Surveyed 09 NOV 98 Date Drawn 14 NOV 98
SKENE PRIMARY SCHOOL
 Kirkton Of Skene, Aberdeenshire

Aberdeenshire COUNCIL **Property**
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Floor Plan - NOT TO SCALE sheet 1 of 2

Amended 14th April 2003

REFERENCE DRAWING No. **GI452 RFI** Date Surveyed 09 NOV 98 Date Drawn 14 NOV 98
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