



From mountain to sea

# Strichen School

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## Handbook 2020/21

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**Contents**

<b>Introduction to Strichen School</b>	<b>4</b>
<b>Our Vision, Values and School Ethos</b>	<b>10</b>
<b>Curriculum</b>	<b>16</b>
<b>Assessment and Reporting</b>	<b>20</b>
<b>Transitions (Moving On)</b>	<b>23</b>
1 Admissions	25
2 Placing requests & School Zones	25
<b>Support for Children and Young People</b>	<b>26</b>
3 Getting it Right for Every Child	26
4 Wellbeing	26
5 Children's Rights	27
6 The Named Person	27
7 Educational Psychology	28
8 Enhanced Provision & Community Resource Hubs	28
9 Support for Learning	29
10 The Child's Plan	29
11 Child Protection	30
12 Further Information on Support for Children and Young People	31
<b>Parent &amp; Carer Involvement and Engagement</b>	<b>32</b>
13 Parental Engagement	32
14 Communication	32
15 Parent Forum and Parent Council	34
16 ParentsPortal.scot	34
17 Parents and School Improvement	35
18 Volunteering in school	35
19 Collaborating with the Community	35
20 Addressing Concerns & Complaints	35
<b>School Policies and Useful Information</b>	<b>37</b>
21 Attendance	37
22 Holidays during term time.	38
23 Dress Code	39
24 Clothing Grants	39

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25	Transport	39
26	Privilege Transport	40
27	Early Learning & Childcare Transport	41
28	Special Schools and Enhanced Provision	41
29	School Closure & Other Emergencies	41
30	Storm Addresses	42
31	Change of address and Parental Contact Details	42
32	Anti-bullying Guidance	43
33	School Meals	43
34	Healthcare & Medical	45
35	Schools and Childcare – Coronavirus	46
36	Exclusion	47
37	Educational Visits	47
38	Instrumental Tuition	47
39	Public Liability Insurance	47
40	School Off Site Excursion Insurance	48
41	Data we hold and what we do with it.	48
42	The information we collect from you	49
43	Your Data, Your Rights	49
44	Parental Access to Records	49
45	Information Sharing	50
46	ScotXed	50
<b>Further Information</b>		<b>51</b>

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All information in this handbook is correct as of October 2020

# Introduction to Strichen School

Welcome to Strichen Primary School. As head teacher, I hope that our 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 team spirit and we value that the education of their child/children is shared with parents, who have a very important role to play.

This Handbook is designed to inform parents of as many aspects of life at Strichen School as we can, and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012.' The different sections in this handbook will be updated annually with current information. We hope you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

## School Contact Details

ANDREW JENKINS	01771 676640
STRICHEN SCHOOL	
NORTH STREET	<a href="http://www.strichen.aberdeenshire.sch.uk">www.strichen.aberdeenshire.sch.uk</a>
STRICHEN	<a href="mailto:strichen.sch@aberdeenshire.gov.uk">strichen.sch@aberdeenshire.gov.uk</a>
AB43 6SX	

The school has a 'closed' Facebook Page for all parents to join.

[strichenpc@gmail.com](mailto:strichenpc@gmail.com)

Parent Council Email address

The Parent Council has a 'closed' Facebook Page for all parents to join.

## Adverse weather and emergency closure

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

Information Line 0370 054 4999 (Pin: 022650)

(Please do not use this line to leave messages for the school.)

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Strichen School is situated in the village of Strichen and serves the village and the catchment area which is mainly rural. The school is non-denominational. The original part of the building was constructed about 1938 and it was extensively modernised in 1990. A number of pupils who live outside the catchment area also attend the school.

The school building consists of:

- A Nursery Classroom which was totally refurbished in the summer of 2019 with a new 'shelter' added on in November 2019 and the outdoor area extended and upgraded.
- 5 classrooms on the ground floor
- 1 classroom on the upper floor
- A Hall which is used as a canteen, an Assembly Hall and for classes in P.E., Drama etc
- A Library on the upper floor which is also used as a computer suite and music room
- A staffroom for staff to meet and work
- A small 'sensory area' room
- In addition there are various cupboards and store rooms although generally, there is a lack of storage space.

The school building itself is set in a larger playground consisting of both tarmac and grass areas. The is being re-developed again through funds from PEF, and support from our Parent Council and various fund raising events. Each class will have a growing area within the garden and the nursery use the garden for 'complete' sessions on a regular basis. Next to the school there is also a community AstroTurf facility which we have the use of during the school day for school activities.

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

### **Partnership Working**

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire Education & Children's Service have developed a framework to support school decisions and practice around supporting children and young people.

Many pupils attending schools may require support at some time due to a variety of short or long term needs. However, the vast majority of these youngsters will have their needs met by standard methods such as differentiation of curricula, multisensory approaches to teaching and learning, and a nurturing and positive environment. This is the level of universal support provided in all authority schools and assessed at Stage 0 of the Staged Intervention Model.

A smaller number of children and young people have Additional Support Needs, which as the term implies, require extra provision over and above the standard for universal. They may require additional support from educational services, flexible approaches and timetabling, Individual Education Plan (IEP), Co-ordinated Support Plan (CSP), Managing Accessibility Plan (MAP), Care Plan, GIRFEC Single Agency Action Plan (SAAP), GIRFEC Multi Agency Action Plan (MAAP), planning documents and additional input from Additional Support for Learning (SfL) teachers, other colleagues and/or partnership agencies – this is the level of targeted support described as Stage 1-3 of the Staged Intervention Model.

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The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs, Care Plans, SAAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, bereavement, medical and health care needs, personal care and ensuring safety are also targeted support priorities.

To meet these needs the school has developed good relationships with other agencies who can offer support to work alongside the school to support the child. These agencies include:

- Educational Psychology
- Community Medicine (School Doctor & School Nurse)
- Social Work
- Speech and Language Therapy
- ASPECTS: Technology Support
- Occupational Therapy
- CLD – Community Learning & Development

## Organisation of the School Day

### School Hours

	Primary 1-3	Primary 4-7
<b>Morning</b>	9.00am – 12.35pm	9.00am – 12.15pm
<b>Interval</b>	10.30am – 10.45am	10.30am – 10.45am
<b>Afternoon</b>	1.20pm – 3.00pm	1.00pm – 3.00pm
Nursery Class	Monday - Friday	9.00am – 3.00pm

**Due to Covid-19 these times are slightly different to normal and have been shared with all parents. Any new families joining the school will be notified of the times. These may vary due to the particular conditions at any one point in time.**

### School Uniform

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. Sweatshirt orders are processed in the summer term. We sometimes have a small selection of 'nearly new/recycled' sweatshirts for parents who would wish to make use of these.

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.

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit. The children will be outside for interval and lunchtimes whenever possible and they should have suitable clothes for all weathers. **Children should always have a change of shoes for indoor use .**

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) all kept in a gym bag.

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**Currently, due to Covid-19 we are utilising the Astroturf as much as possible and children will be outdoors for gym wherever possible. Children should dress for going outside for PE. On PE days they should come to school in their PE kits until Covid-19 restrictions are changed.**

With regard to safety, the wearing of jewellery (which we actively discourage) is not permitted during PE lessons. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons. (Parents should provide a named roll of surgical tape for this purpose.) Shoe string strap tops are also discouraged for safety reasons as they can catch on gym apparatus.

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

All clothing 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.

For information about nursery sweatshirts and clothing suggestions see Nursery staff. Orders for nursery sweatshirts are sent away with the school order in the summer term.

Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.

### **Pupil Belongings & Valuables**

Pupil bags and jackets are stored in the 'cloakroom areas' outside each classroom. Each child will also have their own named tray for storing their belongings in class. We would ask that children do not take valuable items to school if possible but if they have to they should give them to their teacher to look after.

### **Valuables**

The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear earrings must wear studs as opposed to hoops or dangly earrings.

Children should not bring electronic games, mobile phones or other expensive items into school. Should parent's request that their child be allowed to take a mobile phone into school for use after school, the pupil will hand it in to the office first thing in the morning and collect it at the end of the day.

### **School Equipment**

The school provides all the books and equipment that your child will need to use in school, however many children like to bring their own pencil case and equipment. We would suggest the following pencil case contents – HB pencil(s), a ruler (marked in centimetres), a rubber and some colouring pencils.

**Due to the current Covid-19 situation we have provided every child with a pencil case with all the equipment they should need in class. Pupils should not take their own pencil cases and stationary to school at present.**

Children will also require a school bag to carry their belongings and equipment to and from school.

In P1 children receive a 'book bag' for keeping homework jotters and reading books in. This helps to keep these resources in good order. Please note, should reading

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books be lost or damaged, parents are requested to pay £5.00 towards the cost of a replacement.

### **Arrival at School & Playground Information**

Children should not arrive at school more than 20mins before the start of the school day, unless attending Breakfast Club on a Tuesday or a Thursday morning from 8.30am. A member of staff however will be present in the school building for supervisory purposes between 8.40am – 9.00am and will be available to support pupils who require assistance. If pupils require assistance, they should enter school by the main door to speak to a member of staff.

This is the earliest time we expect children to arrive at school. During inclement weather, your child should arrive at school just in time for the start of the school day at 9.00am.

**Due to the current Covid-19 situation we have introduced a flexible start time between 8.55am and 9.05am. Pupils from each class enter by different entry doors to the school and should not really arrive at school much before that 8.55am time. Only parents who have children in NURSERY or PRIMARY 1 are allowed in the school playground to take their children to their entry door. All other parents are asked to take their child to the school gates and let the children come in from there.**

School transport pupils, whose parents have no control of their children's arrival time, will be allowed into the building if the weather is excessively wet or windy. School transport will not drop off pupils more than 20mins before the start of the school day.

If your child has an accident in the playground, he/she will be treated by a first aider. Your child will be given a minor injury slip, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries. (Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year.

In accordance with Aberdeenshire Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground nor throw snowballs.

At the end of the school day, P1 – P3 pupils who do not go home on school transport should be collected outside the main pupil entrance unless they are going home with an older brother or sister. (Please see map/plan at back of book.) Please ensure your child knows who he/she is going home with if you are unable to collect your child.

For health & safety reasons, dogs are not permitted in the school grounds.

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

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### **School Office**

The school office will be manned between the following times.

Monday:	8.30am – 3.15pm	Mrs Gray
Tuesday:	8.30am – 3.15pm	Mrs Gray
Wednesday:	8.30am – 3.15pm	Mrs Gray
Thursday:	8.30am – 3.15pm	Mrs Gray
Friday:	8.30am – 3.15pm	Mrs Gray

The school has an answering machine for leaving messages. All messages are collected by 9.30am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

We also have a **MOBILE PHONE** which you can text if your child is going to be absent from school. Please text stating their name, class and reason why they will not be at school. If we do not know why they are not at school we will contact you to make sure your child is safe and well. Messages regarding absences can also be made using the Groupcall 'Xpressions' app. We would encourage ALL parents to download this app.

**TEXT 07542 854546**

### **Door Security**

All schools in Scotland have security doors fitted as standard. This is to ensure the safety of children and staff at work during the school day. Those accessing school premises **MUST** only do so through the security door system and you are reminded that this should be the only access you use when visiting the school. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

Doors open easily from inside the building to allow for easy exit in an emergency.

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# Our Vision, Values and School Ethos

**Strichen School Aims and Statement of Values communicate our philosophy and beliefs for Strichen School Community.**

## **Strichen School Vision, Values and Aims**

### **School Vision:**

The school motto is “*Susceptum Perfice Munus*” which means “*Strive for nothing less than perfection*”.

In other words, we encourage everyone to do the best that they possibly can.

### **School Values:**

We have been working on our School Values over the last year. Through consultation with parents we shortlisted a list of values they felt represented Strichen School. These were further reduced by the Pupil Council and these were voted on by all the classes. The final shortlist was put back to parents to vote for via a Microsoft Form poll. The Values chosen will be shared with the school and parent body in due course.

The chosen values were:



'**GIRFEC**' is a programme designed to help all children and young people to grow, develop and reach their full potential and that children will be able to access the support and help they require to achieve this.

At Strichen School our overarching aim is to provide opportunities for each child to develop to their full potential within an environment which is supportive, safe, inclusive and challenging. Children will be encouraged to reach their potential and they will be offered the opportunity to start to develop the skills and attitudes they will require later in life to be responsible citizens and contribute to the society they will live in.

A review of the curriculum followed by all children and young people across Scotland has stated that the four main purposes of education are to enable all young people to become:

- **Confident individuals**
- **Successful Learners**
- **Effective Contributors**
- **Responsible Citizens**

To help schools to develop these four capacities within our young people the new curriculum should be built on the following principles:

- **challenges and enjoyment**
- **breadth**
- **progression**
- **depth**
- **personalisation and choice**
- **coherence**
- **relevance**
- 

The **GIRFEC** programme states that to allow our young people to develop the four capacities there are eight indicators of well-being that need to be met. Our young people need to be:

- **Safe**
- **Healthy**
- **Achieving**
- **Nurtured**
- **Active**
- **Respected and responsible**
- **Included**

When we started out on the task of updating our schools aims we felt it was best to use these indicators of well-being as the basis for producing new school aims.

As part of the work we consulted all the relevant stakeholders in the process and pupils, parents and staff have all been given the opportunity to contribute to this. The aims which follow are based on a collation of information from national level, authority level and school level, including responses from groups which were consulted.

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## Strichen School Aims

At Strichen School our overarching aim is to provide opportunities for each child to develop to their full potential within an environment which is supportive, safe, inclusive and challenging. Children have the opportunity to develop the skills and attitudes they will require later in life to be responsible citizens and contribute to the society they will live in.

All pupils will have the opportunity to develop the four main purposes of education which will enable them to become:

- **Confident individuals**
- **Successful Learners**
- **Effective Contributors**
- **Responsible Citizens**

**To achieve this:**

### **Aim 1: Children need to be SAFE:**

- For children to develop to their full potential they must feel safe and should be protected from abuse, neglect or harm.
- Strichen School staff will work with and support families and other agencies to ensure that the needs of the children are met and that they are given the opportunities to develop according to their age and stage.

### **Aim 2: Children need to be HEALTHY:**

- For children to develop to their full potential they must have the highest attainable standards of medical and mental health.
- Strichen School staff will support children to learn about the importance of good health and making healthy and safe choices in their life.

### **Aim 3: Children need to be ACHIEVING:**

- For children to develop to their full potential they need to be supported and guided in their learning and in the development of skills, confidence and self-esteem.
- Strichen School staff will set achievable but challenging targets for all pupils and will encourage them to work to the best of their abilities and where strengths are evident they will encourage them to develop them further.

### **Aim 4: Children need to be NURTURED:**

- For children to develop to their full potential they must have a nurturing and stimulating place to live and grow.
  - Strichen School staff will work to support families by ensuring that children are given every opportunity at school to be valued, motivated and to achieve success leading to increased self-esteem and self-confidence.
-

**Aim 5: Children need to be ACTIVE:**

- For children to develop to their full potential they must be offered opportunities to take part in a wide range of physical activity and to be actively involved in their learning.
- Strichen School staff will encourage pupils to participate in and value physical activity and to offer pupils opportunities to understand the importance of leading a healthy lifestyle.

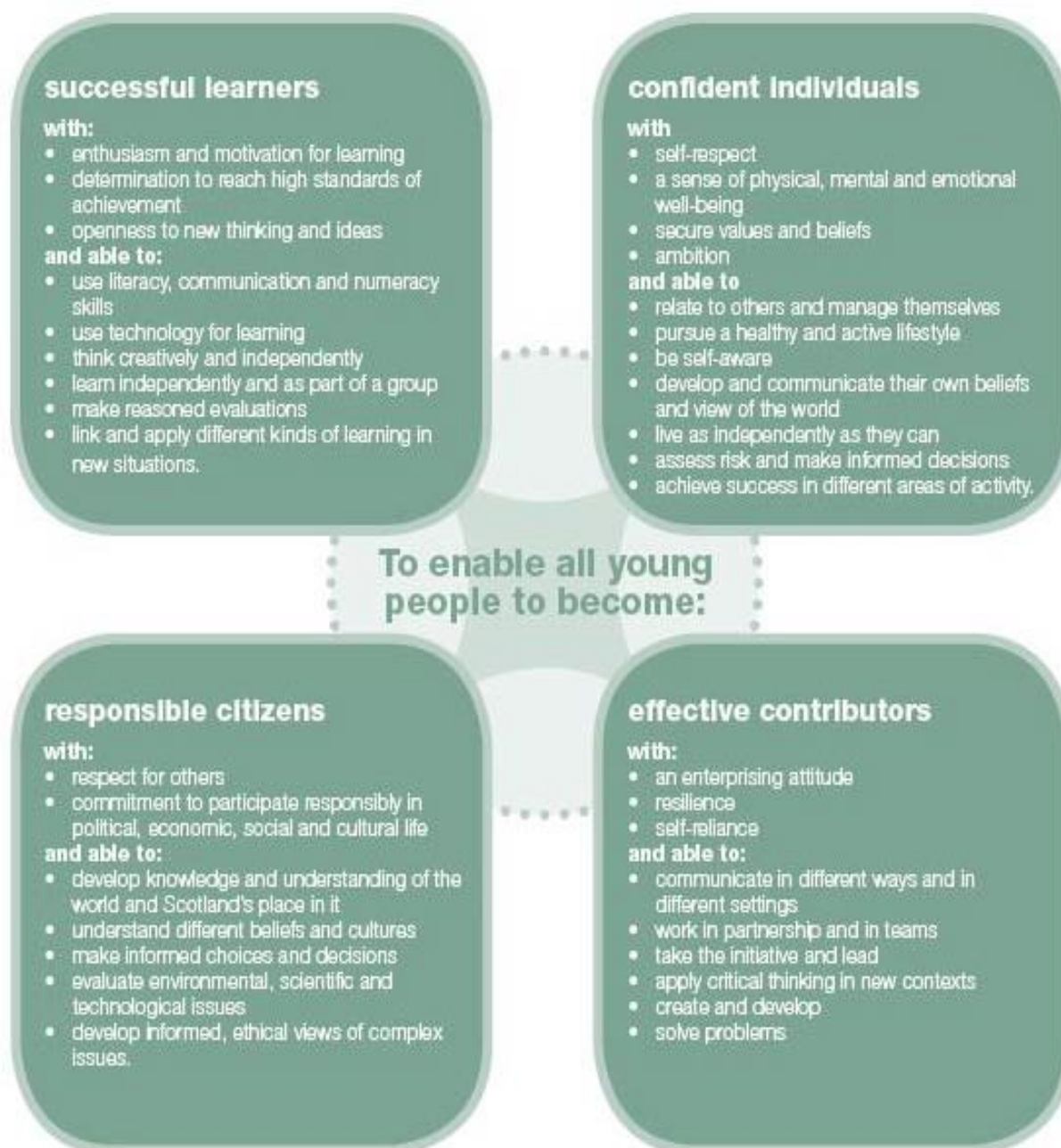
**Aim 6: Children need to be RESPECTED and RESPONSIBLE:**

- For children to develop to their full potential they should be involved in decisions that affect their well-being and should lead an active and responsible role in the school community.
- Strichen School will give pupils the opportunity to develop respect for themselves and for others and to understand the need to be responsible for their actions.

**Aim 7: Children need to be INCLUDED:**

- For children to develop to their full potential they should receive help and guidance to overcome social, educational, physical and economic inequalities and be accepted as part of the community in which they live and learn.
  - Strichen School will promote a positive ethos across the school where every child feels valued and that their needs are met regardless of their circumstance
-

## Appendix 1: The Purposes of the Curriculum



Since its inception, the aspiration for the development of the Curriculum for Excellence has been to enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work.

The purposes of the curriculum are to provide the structure and support in learning which will enable them to develop these four capacities.

## Appendix 2: The Principles of Curriculum Design

### Challenge and enjoyment

Learning opportunities should provide both challenge and enjoyment. Children and young people should be active in their learning and have opportunities to develop and demonstrate their creativity. But it should also be fun.

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### **Breadth**

All children and young people should have opportunities for a wide range of activities so that they can learn and develop in a variety of ways. There should be sufficient breadth in each young person's overall experience to help them make choices as they move through school.

### **Progression**

Children and young people's learning should be progressive building on earlier knowledge and achievements.

### **Depth**

As well as having a broad range of experiences, children young people should also have opportunities to work in depth. As they progress they should be able to draw different strands of learning together and explore and achieve more advanced levels of understanding.

### **Personalisation and choice**

The curriculum should respond to individual needs and support particular aptitudes and talents. Children and young people have opportunities to exercise responsible personal choice as they move through their school career.

### **Coherence**

Taken as a whole, children and young people's learning activities should combine to form a coherent whole. There should be clear links between the different aspects of children and young people's learning.

### **Relevance**

Children and young people should understand the purposes of their activities. They should be able to see the value of what they are learning and its relevance to their lives, in the present and the future.

## **Strichen Nursery**

The aims for the nursery are the same as for the whole school. The nursery staff and pupils work closely with the staff and pupils in the primary and the nursery class is seen as one of the classes within the school. As such they have the same aims as the rest of the school. The parents, pupils and staff were involved in the consultation process when the aims were reviewed.

The nursery also aims to meet the National Care Standards, and as such are subject to inspection by the Care Commission. The Standards reflect the rights of young children, the main principles being:

- Dignity
  - Privacy
  - Choice
  - Safety
  - Realising Potential
  - Equality & Diversity
-

# Curriculum

Within Strichen 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. Therefore we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

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

## **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.

## **Educational Visits**

We offer various educational visits during the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life 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.

Primary 7 pupils have the opportunity to go on a 4 day residential trip. This usually takes place in term 4 and has a focus on health and well-being as well as physical activity. This is currently done in conjunction with pupils from Longside and Mintlaw schools.

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## 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.

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

## **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**

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

## ***Extra-Curricular Activities***

After school clubs and activities take place over the year but are planned via support from the 'Active Sports Team' across the session. School staff run clubs from time to time and these are notified to parents at the appropriate time.

The school runs a breakfast club on a Tuesday and Thursday morning from 8.30 – 9.00am and at present costs 50p per child.

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## **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 French. This language will be learned from P1 (in Primary School) through to S3 in Mintlaw Academy For more information go to [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk)**

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

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

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

## **Further Information**

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

[www.strichen.aberdeenshire.sch.uk](http://www.strichen.aberdeenshire.sch.uk)

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

### **Policy for Scottish Education:**

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

### **Early Learning & Childcare:**

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

### **Broad General Education (Pre school – S3):**

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

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

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

### **National Qualifications:**

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

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# 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.

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## 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>

## Assessment & Reporting in Strichen School

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 Strichen School use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current strategies of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve 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
- Assessing what children Make, Say, Write and Do and planning relevant activities and tasks to support future learning

Children are also encouraged to self and peer assess and 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 children's learning is appropriate.

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

All Aberdeenshire schools use the new SNSA (Scottish National Standardised Assessments) in Primary 1, Primary 4, Primary 7 and S3. These assessments provide quantitative data to support other sources of assessment evidence to provide a clear picture of progress in learning for individual children and within schools.

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In the Mintlaw Cluster of Schools moderation also takes place. This involves teachers from different schools comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, and samples of work sent home, through visits to school for open days/evenings and class assemblies and through visits to school for more formal parent interviews.

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. School reports are sent home twice over the session. The first is an interim report in November and then a fuller report is sent home around May of each year. Parents and pupils are invited to add their comments to these reports.

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 the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be collated in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child.

Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

There are times when all pupils in the class undertake the same activity. In these circumstances teachers will look for and accept different levels of outcome based on their knowledge of the individual child's strengths.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that each of them will have gained an awareness of his/her full strengths and areas to be developed.

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# Transitions (Moving On)

We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Strichen School we have arrangements in place to support transitions and these are outlined below.

## **Transfer to Ante-Pre School and Pre-School Nursery**

In order to support and ease transition into early years setting, we arrange a series of induction events/meetings/Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the early years setting, to meet staff, to meet with the other children and to find out about life in early years and what you can do to support your child's transition into the early years setting. A major part of this process involves parents sharing information about their children's needs and you will be asked to complete a number of forms regarding e.g. your child's specific needs. Any other early years setting which your child attends will forward transition information regarding your child's needs and learning journey.

## **Deferrals to P1**

Where parents have concerns regarding their child's entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance. By law pupils who have a birthday in January or February can choose whether their child goes to school the following August or the year after.

## **Transfer to Primary 1**

In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children and to find out about life in school and what you can do to support your child's transition into P1. The induction process starts in your child's pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

An induction meeting is arranged for parents in June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child's teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children's learning at home and parents are asked to complete a range of forms to gather information about e.g. your child's medical needs, contact addresses, special needs etc.

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines. Around this time your child will come home with a 'Learning Pack' every week. These packs are all different and have a range of different activities that you can carry out along with your child and share with their Primary 1 teacher when they take them back to school. Details regarding this will be sent home prior to the packs being sent home towards the end of the summer term.

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Parents are also invited to join their P1 children for a school lunch before they start attending school for whole days at the end of week two of the new session.

A further induction meeting will be arranged for August /September with the aim of focusing on the development of literacy and numeracy skills. From experience we have found this is a better time to hold this work shop as the children will be involved in these tasks at that time. If this is done in June then it does not have the same relevance at the time.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to Prospective P1 parents around May/June.

### **Transfer to Secondary Education**

Most children from Strichen School attend Mintlaw Academy in Mintlaw. (Telephone Number: 01771 676640).

Strichen School is part of the Mintlaw Community Schools Network.

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 3 days at Mintlaw Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Mintlaw Academy where information will be shared and questions can be asked.

Liaison between Strichen Primary and Mintlaw Academy is very good. During the P6 & P7 year, pupils have a number of opportunities to join with P7 pupils from the other Mintlaw Community Schools Network establishments to take part in a range of planned activities aimed to make the transition process as smooth as possible.

Information about our P7 pupils is shared with management and guidance staff at the academy to help support appropriate continuity of education. Where we feel a Transfer Meeting would be beneficial for a specific child you will be invited to attend these information sharing meetings, especially when additional support has been provided previously.

Mintlaw Academy staff also visit our pupils in Strichen Primary where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, (following placing requests) Strichen School supports any alternative transition arrangements wherever possible.

Placing request forms are available from the school – see Page 23 for further information on placing requests.

### **Transitions between Stages**

For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Around June of each year “step up” time is also arranged where pupils can meet their next teacher and their classmates where possible. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

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If you have any particular concerns regarding transitions, please make an appointment to see the head teacher.

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](#)

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# 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.

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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: Andrew Jenkins

## 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

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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

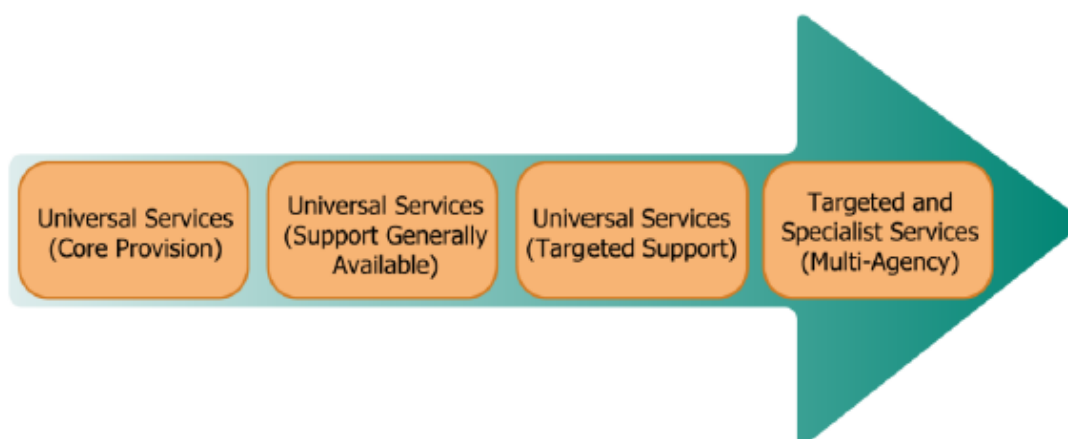
Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they 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.

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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 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 is: Andrew Jenkins

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

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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/>

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# 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:

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

- Use of Groupcall to text and email: This is being introduced this session and will be developed over time. This system will allow us to communicate with parents direct to your mobile phone or tablet or computer.
  - School Website: [www.strichen.aberdeenshire.sch.uk](http://www.strichen.aberdeenshire.sch.uk) (The website is due to be updated and redesigned this session.)
  - Social Media: We have a CLOSED GROUP Facebook page which we use very effectively to communicate with parents on a regular basis. This is to share successes and to share news and get messages out to everyone quickly and easily.
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- **See Saw**  
As a school we use an app called See Saw to allow communication between your child's teacher and home. These can be used to communicate back and fore, to share news and information and to showcase your child's work and achievements. These have been used to great effect and both staff and parents have commented positively about their use in benefitting communication. We require to have signed permission from parents each session for these.
- **Newsletters: Regular Newsletters** are sent home to keep parents up to date. These are also emailed out to parents and copies are placed on the Facebook page. In time we hope to be able to send out all communication via the Groupcall Messenger App directly to your phone or tablet.
- **Events**  
The school arranges regular events over the session and parents will be notified of these in good time. We also have an annual 'Sharing the Learning' calendar which is sent home at the beginning of the session to alert parents to dates for Open Afternoons, Parent interviews, Class Assemblies and 'Sharing the Learning' sessions.
- **Praise system**  
At Strichen School we use a number of different systems to encourage positive behaviour and good attitudes to work across the school. Each class has their own 'praise system' which helps to keep these fresh for the pupils. Points are transferred to House Points each week and these go towards the House Championship over the school year.  
Our School Praise System allows children to earn a certificate every 7 weeks if they have been working hard and have not had to be reported via their class system. There are five different certificates that can be earned over the year and pupils who manage to get ALL FIVE will be given a 'SPECIAL GOLD' certificate at the end of the school year in recognition of this.
- **House System**  
All House Points that pupils earn are added to the running total for their House every month. The team with the most points for that month win the 'House of the Month' award and can come to school without their uniform on a designated day.  
The House Points are recorded over the year and those along with any earned from Sports activities help to find the House Champions for the year at our special assembly at the end of the session.
- **Head Teacher Awards**  
Head Teacher Awards are given out at assembly every week. This is for recognition of good work, behaviour or other reason that has been identified by the pupil's class teacher.  
Special postcard 'Head Teacher Awards' may be sent home by post for particularly special reasons.

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. **These are currently on hold due to the current Covid-19 situation.**

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## 15 Parent Forum and Parent Council

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

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

Contact the Parent Council Chairperson, **Mrs Emma Fowlie**, or the Head teacher for more information about getting involved in the Parent Council or email: [strichenpc@gmail.com](mailto:strichenpc@gmail.com)

## 16 ParentsPortal.scot

### parentsportal.scot

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

At the heart of the system, is a secure account through **mygov.scot**, which is referred to as '**My Account**' or '**MyAberdeenshire**' account. 'MyAberdeenshire' is already used to allow parents/carers to make online payments or receive notifications if a school closes unexpectedly. **Parentsportal.scot** 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/>

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## 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.

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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

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

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

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

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

### Attendance and Absence Procedures

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

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

### Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. 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.

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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 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

### **Planned Absences**

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams.

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

The school follows the Aberdeenshire Attendance Policy:

[http://www.aberdeenshire.gov.uk/media/19805/attendance-policy\\_april-2015.pdf](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/>

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## 23 Dress Code

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. Sweat shirt orders are processed in the summer term. We sometimes have a small selection of 'nearly new/recycled' sweatshirts for parents who would wish to make use of these.

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.

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit. The children will be outside for interval and lunchtimes whenever possible and they should have suitable clothes for all weathers. Children should have a change of shoes for indoor use at all times.

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) all kept in a gym bag.

With regard to safety, the wearing of jewellery (which we actively discourage) is not permitted during PE lessons. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons. (Parents should provide a named roll of surgical tape for this purpose.) Shoe string strap tops are also discouraged for safety reasons as they can catch on gym apparatus.

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

All clothing 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.

For information about nursery sweatshirts and clothing suggestions see separate nursery handbook.

## 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

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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 ordinarily entitled to transport. Privilege transport is provided on school transport services subject to spare seating capacity. There are 3 types of privileged transport available.

### **In-zone Privileged transport**

Pupils who attend their zoned school but are under the qualifying mileage can apply for In-zone privilege transport. If there is suitable seating capacity available and an existing route then the application should be approved, if there is not and there is a safe walking route available to the pupil, then it may be rejected. Please also note that if seating capacity is needed for a pupil who is entitled to school transport, In-zone Privilege pupils may be 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](mailto:school.transport@aberdeenshire.gov.uk)

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

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

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## 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:

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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 - 94.7MW 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 **022650**. 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 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.

### **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.

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## 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.

## 33 School Meals

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

**How does my child choose their lunch?**

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In class first thing in the morning children select their meal using the Smart Board. Meal options are displayed and a choice is made by touching the chosen option shown on the Smart board. The teacher will explain to children the menu options available on the day, but it is helpful for parents of the younger children to discuss this with them before they arrive in school.

The School Catering Service provides good value meals at our schools using carefully sourced quality ingredients. There is always a wide selection of options available from the menu. The menu and helpful information can be found via this link <https://www.aberdeenshire.gov.uk/schools/school-info/meals/primary-school-meals/>

### **Children with medically prescribed dietary requirements**

Parents should be aware that they can access special dietary support information by viewing <https://www.aberdeenshire.gov.uk/schools/school-info/meals/primary-school-meals/> to access OurShireMenus content portal.

Children who require medically prescribed dietary support, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to offer support for these children by 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 during lunchtime. Occasionally we celebrate special dates and encourage all children to participate.

If your child is going along on a school trip the school catering service can provide a nutritious packed lunch for the occasion and this includes children who qualify for free school meals.

### **How Much does a Primary School Meal Cost?**

The current price of a Primary school meal can be found via the following link - <https://www.aberdeenshire.gov.uk/schools/school-info/meals/primary-school-meals/>

### **How do I pay for School lunches?**

Lunches are provided free of charge for pupils from P1 to P3. Paying for School lunches is very easy to do online.

It is very important to keep this account in credit as failure to do so triggers a time-consuming debt recovery 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 top-up your account before sending a child for school meals.

### **Online payments system**

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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. [Free School Meals](#)

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

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

## **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

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required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

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.

## 35 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](#)
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- [Shine a Light on Lockdown](#)

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

## **36 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](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

## **37 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.

## **38 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/>

## **39 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

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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.

#### **40 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.

#### **41 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 25<sup>th</sup> 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 Action 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.

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## 42 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.

## 43 Your Data, Your Rights

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at: <https://www.aberdeenshire.gov.uk/online/legal-notice/data-protection/>. Alternatively you can contact the Council's Data Protection Officer by emailing [DataProtection@aberdeenshire.gov.uk](mailto:DataProtection@aberdeenshire.gov.uk) or in writing 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](http://www.ico.org.uk)). They are the body responsible for making sure organisations like the Council handle your data lawfully.

The Council is required where it is 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>.

## 44 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

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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>

#### **45 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.

#### **46 ScotXed**

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

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

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

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

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

School Staff 2020-2021

School Staff 2020-2021

## School Teaching Staff

<b>Mr. Jenkins</b>	<b>Head Teacher</b>	
<b>Mrs Taylor</b>	<b>Primary 1</b>	
<b>Miss Davey</b>	<b>Primary 2</b>	
<b>Mr Buwert</b>	<b>Primary 3</b>	
<b>Mrs. Gibb</b>	<b>Primary 4/5</b>	
<b>Mrs McLean</b>	<b>Primary 5/6</b>	
<b>Miss. Clark</b>	<b>Primary 6/7</b>	
<b>Mr Sinclair</b>	<b>NCCT Teacher</b>	<b>NCCT: Non Class Contact Time</b>
<b>Miss Hill</b>	<b>Additional Support Needs Teacher</b>	

## Non-Teaching Staff

<b>Nursery Staff:</b>	<b>Miss Joshi</b>	<b>EYSP</b>
	<b>Mrs. Cruickshank</b>	<b>EYLP</b>
	<b>Mrs. Hendry</b>	<b>EYP</b>
	<b>Mrs Ralph</b>	<b>EYP</b>
	<b>Miss Parry</b>	<b>EYP</b>
	<b>Miss Milne</b>	<b>Mod App</b>

<b>Pupil Support Ass</b>	<b>Mrs. Johnston</b>
	<b>Mrs. Packham</b>
	<b>Mr. Donaldson</b>
	<b>Miss Mitchell</b>

**School Administrator:** **Mrs. Gray**

**Janitor:** **Mr. Zacharias**

**Kitchen Staff:** **Mrs. Forman**  
**Mrs. Ross**  
**Mrs. Alexander**  
**Mrs. Shearer**

**Cleaning Staff:** **Mrs. Beedie**  
**Mrs. Martin**  
**Miss Birnie**

**School Crossing Supervisor:** **Vacant**

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### **School Improvement Plan**

The main action points on this session's School Improvement Plan are :

- Covid-19 Recovery Plan
- Literacy Project (Cluster Development)
- STEM/Numeracy Project (Cluster Development)
- Parental Engagement
- Nursery Developments

### **Members of Parental Groups**

Strichen School Parent Council (Strichen School Association)

Chair: Emma Fowlie

Vice-Chair:

Treasurer: To be confirmed at AGM

Secretary: To be confirmed at AGM

Parent Members: All parents are members of the Parent Council Forum. All are welcome to attend meetings which are held once or twice per term.

### **School Events Calendar & holidays**

2020-2021

Term 2 Monday 26<sup>th</sup> October – Friday 18<sup>th</sup> December 2020  
Inset: Friday 20<sup>th</sup> November

Term 3 Monday January 5<sup>th</sup> – Thursday 1<sup>st</sup> April 2021  
Mid-Term: Friday 12<sup>th</sup> & Monday 15<sup>th</sup> February  
Inset: Tuesday 16<sup>th</sup> & Wednesday 17<sup>th</sup> February  
Good Friday Holiday: Friday 2<sup>nd</sup> April 2021

Term 4 Monday 19<sup>th</sup> April – Friday 25<sup>th</sup> June, 2021  
May Day: Monday 3<sup>rd</sup> May 2021

2021-2022  
Term 1 Monday 16<sup>th</sup> August – Friday 15<sup>th</sup> October 2021  
Inset: Monday 16<sup>th</sup> August 2021

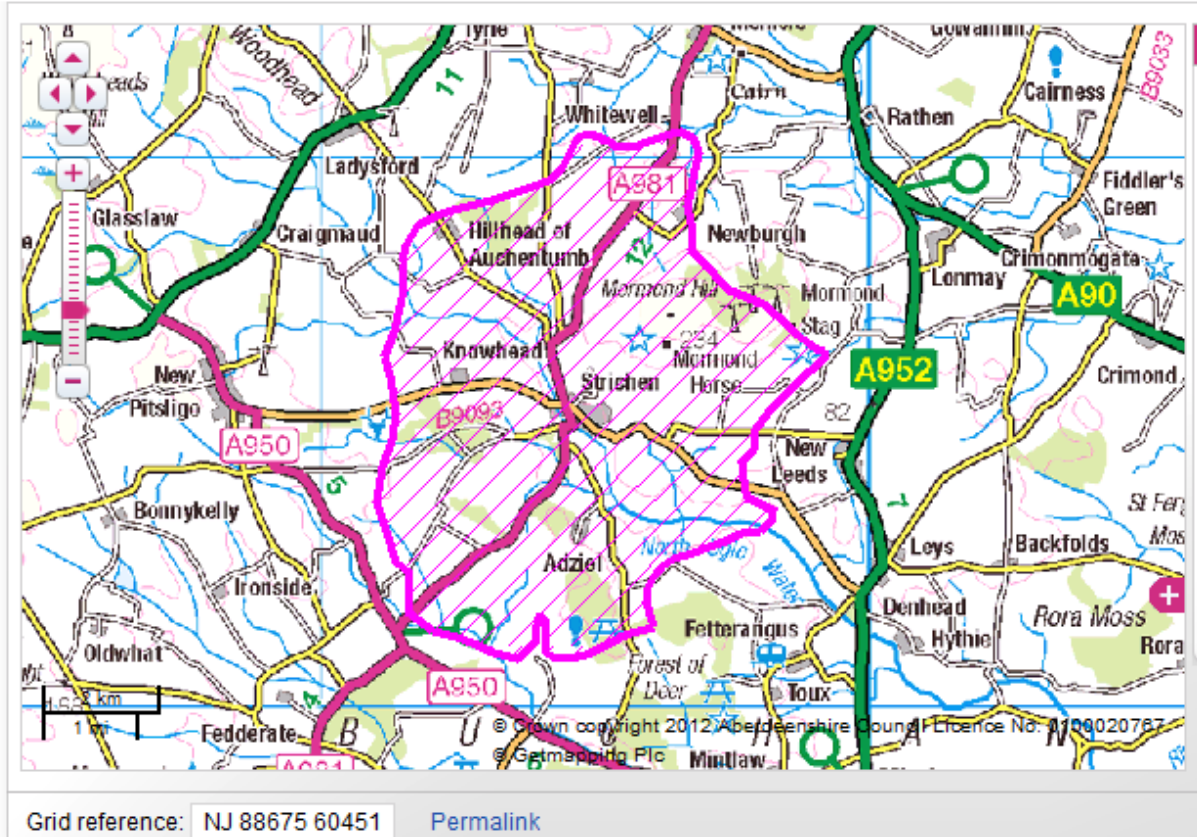
Term 2 Monday 1<sup>st</sup> November– Friday 21<sup>st</sup> December 2021  
Inset: Thursday 18<sup>th</sup> & Friday 19<sup>th</sup> November 2021

### **Aberdeenshire Council School Holiday Calendar**

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## Map of catchment area

### Interactive Map



[http://www.aberdeenshire.gov.uk/local/map.asp?type=school\\_area&id=151086761](http://www.aberdeenshire.gov.uk/local/map.asp?type=school_area&id=151086761)

This map shows the school zone. Click on the link above to open the online interactive version of the map.

