



From mountain to sea

Aberdeenshire
COUNCIL



RESPECT ◦ AMBITION ◦ ACHIEVEMENT

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Turriff Academy

School Handbook

2017/18



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Introduction to Turriff Academy

Welcome to Turriff Academy, as Head Teacher I would like to welcome you to Turriff Academy School Handbook. Here you will find information on our school aims and values, our educational provision in its widest sense and important background information to help your child make the transition to Turriff Academy.

Turriff Academy is a six year comprehensive secondary school serving a large, predominantly agricultural catchment area. We have 9 associated primary schools, Auchterless, Crudie, Easterfield, Fintry, Fisherford, Fyvie, King Edward, Markethill and Monquhitter. The Academy has a roll of 660 pupils and over 80 teaching and non-teaching staff. The accommodation of the school provides an excellent learning environment for our pupils and teaching environment for our staff.

School Contact Details

Lee Menzies	01888 563216
Turriff Academy	
Victoria Terrace	www.turriff.aberdeenshire.sch.uk
Turriff AB53 4EE	turriff.aca@aberdeenshire.gov.uk
	Facebook: Turriff Academy@turraacademy
	Twitter: @turriffacademy1
	turriffacademypc@hotmail.com

Adverse weather and emergency closure

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

Information Line 0370 054 4999 021140 (Please do not use this line to leave messages for the school.)

SCHOOL OPENING HOURS

SCHOOL OPENS: 8.45 a.m.

**SCHOOL CLOSES: 3.50 p.m. on Tuesday and Thursday
3.00p.m. on Monday, Wednesday and Friday**

THE SCHOOL DAY:

Note:

Warning bells ring at 8.40 and 1.15 each day.

These are a signal for pupils to make their way to class.

Day	Monday Wednesday & Friday		Tuesday & Thursday	
	Start	Finish	Start	Finish
Reg	8.45	9.00	8.45	8.50
Period 1	9.00	9.45	8.50	9.45
Period 2	9.45	10.35	9.45	10.35
Interval	10.35	10.50	10.35	10.50
Period 3	10.50	11.40	10.50	11.40
Period 4	11.40	12.30	11.40	12.30
Lunch	12.30	1.20	12.30	1.20
Period 5	1.20	2.10	1.20	2.10
Period 6	2.10	3.00	2.10	3.00
Period 7			3.00	3.50

THE SCHOOL OFFICE

Hours of opening : 7.45am until 4pm Monday Wednesday and Friday

7.45am until 4.30 pm Tuesday and Thursday

TURRIFF ACADEMY

STAFF LIST

2015/16

1. TEACHING STAFF

Name	Post	Name	Post
Senior Leadership Team		Modern Languages	
Ms	Lee Menzies	HT	
Ms	Lee Menzies	HT	
Mrs	Kathleen Riddoch	DHT	
Ms	Debbie Ewen	DHT	
Mrs	Jane Bisset	DHT	
Mr	Lindsay Rouse	SSC	
Art & Design		Music	
Mr	Robert Duncan	Mrs	Zoe Hall
Mr	Moiria Tedcastle	Mr	Morven Sharp
Ms	Fiona Michie	Probationer	0.6 fte
Mr	John McCallum	0.6 fte	
Technologies		Physical Education	
Mrs	Christine Cooper	PT(F)	
Mr	Hugh Conway		
Mr	Robert Haines	0.7 fte	
Mr	Christopher Meehan	Prob	
Mrs	Liz Bourne	p/t (0.8 fte)	
Mrs	Emma Raffle		
Mr	Robert Wynne		
Drama		Science:	
Mrs	Alicia Johnstone	PT	
English		Physics	
Mrs	Caron Sievwright	PT(F)	
Mr	Paul Grant		
Mrs	Dawn Murray		
Mrs	Paula Wilson	p/t (0.6 fte)	
Ms	Sarah Jamieson	Prob	
Home Economics		Biology	
Ms	Helen Paterson	PT	
Mrs	Ann Beveridge	p/t (0.6 fte)	
Humanities:		Chemistry	
History		Support for Pupils:	
		Guidance	
		Mrs	Vicki Ferguson
		Mr	John Martin
		Mrs	Brenda Grant
		Mrs	Karen Tetlow

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Mr	George Baird	PT(F)	Mrs	Margaret Ramage	PT
Mrs	Fran Mottashaw		Mr	Ronald Burnett	
	Geography		Mrs	Flora Murdoch	
			Mrs	Maciej Lenicki	
Mr	Michael Forsyth		Mr	Ronnie Strachan	
Miss	Shakira Alecio		Mrs	Joanne Ingram	0.6 fte
Miss	Heather Anderson	Prob			

Modern Studies

Mrs Alison Gray

Religious, Moral & Philosophical Studies

Mrs Stephanie Chalmers PT

Mathematics

Mrs Debbie Tocher PT(F)

Mrs Jacqui Massie p/t (0.6 fte)

Mrs Flora Murdoch

Mrs Lindsey Drysdale

Mrs Moira Nicoll p/t (0.8 fte)

Miss Valerie Mitchell p/t (0.6 fte)

Mr Robert Mitchell Probationer

Supply Teacher

Mr George Davidson p/t (0.6 fte)

Library Resource Centre

Ms Lesley Slater LIB

Mrs Lynda Bain LIB

ABBREVIATIONS:

HT:	p/t:	part-time
DHT:	j/s:	job share
PT(F):	LTT:	Long Term Temporary
PT:	LIB:	Librarian
Act.:	Prob:	Probationer

2. HEALTH TEAM

Mrs Liz Gill School Nurse/ Health Adviser

Mrs Angie Milton School Nursing Assistant

3. MUSIC INSTRUCTORS

Mr Gareth John Cello/Double Bass

Mrs Isobel John Percussion

Mrs Carol Bell Woodwind

Mr Fabrizio Oddo Brass

Ms Andrea Ralston Violin/Viola

Mr Doug Watt Piano/Keyboard

Mr Paul Holroyd Guitar

4. SUPPORT STAFF

Administrative / Clerical Support

Mrs Fiona MacKay	Administrative Assistant
Mrs Karen Bremner	Senior Clerical Assistant
Mrs Joy Street	Clerical Assistant
Mrs Marianne Thom	Clerical Assistant

Janitorial Team

Mr Jonathan Mooty	Supervisory Janitor
Mr Jim Hay	Janitor

Library Resource Centre

Mrs Dawn Harper	Library Assistant
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Pupil Support Assistants

Ms Clare Bain
Ms Debs Chalmers
Mrs Allison Gray
Mrs Aileen McHardy
Mrs Elizabeth Norrie
Mrs Lorraine Smith
Mrs Amanda Allan
Mrs Ruth McKee
Mrs Holly Laird
Mrs Sophie Fisher
Mrs Lesley Chapman

Pupil Support Worker

Miss Anne Heinrich

Technician Team

Mr Howard Aspinall	ICT Analyst
Mr Andre Coelho	ICT Analyst
Mr Jordan Taylor	ICT Technician
Mrs Catriona Dubbels	Science Technician
Mr Andrew Smith	Whole School Technician
Mrs Diane Johnstone	Technical Assistant
Mrs Janice Beedie	Technical Assistant
Ms Joanne Cathcart	Technical Assistant
Mrs Liz Grieve	Technical Assistant
Mrs Janice Beedie	Senior Clerical Assistant (p/t)

Our Vision, Values and School Ethos

Respect, Ambition, Achievement

Turriff Academy is a community which fosters Respect, Ambition and Achievement for All.

At Turriff Academy we value

- Highest achievement for all
- Hard work and perseverance
- Trust, honesty and integrity
- Equality, fairness, diversity and inclusion
- Care for self and others
- Care for the local and global environment

At Turriff Academy we aim to uphold these values by

Respect

- Developing respect for self and others
- Building strong, positive relationships and a sense of personal responsibility
- Developing effective participants in society with a sense of belonging and community

Ambition

- Building on individual talents, interests and ambitions by providing opportunities for all
- Providing challenge and motivation
- Building personal, social and emotional resilience

Achievement

- Providing interesting, enjoyable and creative learning opportunities
- Communicating reflectively, while working independently and co-operatively

At Turriff Academy we are committed to developing each individual pupil and to providing many opportunities for young people to achieve success. Through high quality teaching and learning from a dedicated and caring staff we provide a supportive and challenging educational experience. Our curriculum is designed to meet the needs of our pupils while our programme of extra curricular activities, trips and other events enhance pupils' learning and develop a range of skills for learning, life and work.

Turriff Academy is a community which fosters Respect, Ambition and Achievement for all. We have high expectations of achievement, behaviour and dress. In ensuring that your child is happy at Turriff Academy, we recognise the benefit of strong partnerships with parents. All parents are welcome to contact the school at any time and I invite you to strengthen your partnership through involvement in Parents' Evenings and events

or by joining the Parent Council or PTA.

We are very proud of the achievements of our pupils and as we continue to realise the opportunities afforded in Curriculum for Excellence, we will ensure that our pupils are prepared for life, work and learning beyond.

We are delighted to have been awarded UNICEF's Rights Respecting School Award at Level 2.



Curriculum

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

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

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

S1-S3 Curriculum Plan

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33					
S4,5,6 REG	Option 1			Option 2			Option 3			Option 4			Option 5			Option 6			PE																			
	Blocks consisting of courses leading to SCQF levels 5-7 (5 x 50 mins)																																					
	Options 1 - 5 to provide pathways to meet positive destination needs.																																					
	Option 6, which will be timetabled against all other columns, consists of PSE, PE and Personalisation and Choice through Leadership & Study																																					
	Work Experience, College Experience catered for as appropriate																																					
S3	Languages and Literacy: English (4) Mod Lang. (3)			M & N: Mathematics (4)			Social Studies (3)			Sciences (3)			Technologies (3) BEIT, C&D, GC, HE			Exp Arts (3) A&D, Dance/PE, Drama, Music			P&C (3)			SD			HWB/CORE (5) PE(2), PSE(2) RMPS(1)			#			1X Personalisation and Choice Column (3) and 1X Skills Development							
	S3 - 3 Periods of one subject in Social Studies, Science, Technologies and Expressive Arts, with one extra choice column (again 3 periods)																																					
S2	Languages and Literacy: English (4) Mod. Lang. (3)*			M & N: Mathematics (4)			Social Studies (4)			Sciences (4)			Technologies (3) BEIT (1) CDT (2)			Exp Arts (3) A&D (1), Drama(1), Music(1)			HWB/CORE (7) HE (2), PE (2), PSE (2) RMPS (1)			#			No HE/CDT Rota													
	S2 - Pupils choose either French or German and continue with that choice in S2 and S3. S2 Social Studies - combined course or 1 period per week.																																					
S1	Languages and Literacy: English (4) Mod. Lang (3)			M & N: Mathematics (4)			Social Studies (4)			Sciences (4)			SD			Technologies (3) BEIT (2) CDT (2)			Exp Arts (3) A&D (1) Drama (1) Music (1)			HWB/CORE (6) HE(1) PE (2) PSE(2) RMPS(1)			#			HE/CDT Rota										
	S1 - all pupils follow a common timetable																																					

Curriculum Map - Draft Proposal 1

S1 HE/CDT Rota plus 1 Skills Development

S2 No HE/CDT Rota

S3 1 x Personalisation Column plus 1 X Skills Development

S4-S6 Curriculum Plan

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
S4,5,6	REG	Option 1				Option 2				Option 3				Option 4				Option 5				Option 6				PE/PSE	S4 would have 2 X PE and 2 X PSE S5/S6 would have 1 X PE and 1 X PSE							
		S4, S5 and S6 Pupils will choose 6 subjects (5 Higher and 3 Advanced Higher Pupils Excepted)																																
		# S5 and S6 pupils will be able to choose only 5 subjects where they are studying 5 Highers, or 3 Advanced Highers. # Where S5/S6 pupils have only 5 courses their 6th choice will be dedicated/subject Study Leadership will be available to S5 and S6 pupils as a choice (where certification will be expected) ie First Aid, Sports Leaders, etc # Alternative Pathways will be available for a significant number of pupils. These Pathways could include College, Career Ready, Work Experience, Volunteering, etc built into pupil timetables.																																
S3		Languages and Literacy: English (4) Mod Lang. (3)				M & N: Mathematics (4)				Social Studies (3)		Sciences (3)		Technologies (3) BEIT, C&D, GC, HE		Exp Arts (3) A&D, Dance/PE, Drama, Music		P&C (3)		SS	HWB/CORE (5) PE(2), PSE(2) RMPS(1)				#	1X Personalisation and Choice Column (3) and 1X Skills Development								
		S3 - 3 Periods of one subject in Social Studies, Science, Technologies and Expressive Arts, with one extra choice column (again 3 periods)																																

Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

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

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

RELIGIOUS MORAL & PHILOSOPHICAL EDUCATION

In accordance with the policy of the Education Authority, there is a department of Religious Moral and Philosophical Education and all pupils are time-tabled for the subject up to S4. The school's programme in Religious, Moral & Philosophical Education has been drawn up in accordance with Scottish Office 'National Guidelines' and is presented under three broad headings:

Christianity, Other World Religions and Personal Search.

A broad-based approach to the subject is taken where pupils have an opportunity to study the beliefs and practices of Christianity, other selected World Religions and some non-religious stances for living. Pupils are encouraged to explore for themselves question of meaning, value and purpose relating to many aspects of life.

As such, the courses are considered to be appropriate for all pupils, regardless of their own personal religious beliefs. Pupils can gain an RMPS Award at National 4 or 5 for this core course.

Pupils at S4 also have RMPS as an option choice at National 4 and National 5. Pupils in S5/6 can continue to progress in RMPS to National 5, Higher or Advanced Higher as an option choice.

RELIGIOUS OBSERVANCE

Opportunities for pupils to experience Religious Observance are provided on a regular basis, in line with guidelines set out by Aberdeenshire Council. These take place at morning assemblies held, to celebrate those important events in the Christian calendar such as Remembrance, Christmas and Easter

Parents wishing to exercise their right to withdraw their child from Religious Observance should contact the Head Teacher so that acceptable alternative arrangements can be made.

EXTRA-CURRICULAR ACTIVITIES

Activities out with and beyond the classroom are many and varied.

The school's programme of activities will, from time to time include some, or all, of the major sports - football, hockey, badminton, tennis, netball, swimming, volleyball, athletics. The School has two gymnasiums for formal work in Physical Education as well as negotiated access to the Sports Centre and Swimming Pool nearby. It's playing fields are also within easy reach of the main buildings. The Assembly Hall is used for activities such as volleyball, badminton and table tennis.

Further details about the organisation of practices and fixtures are available from the staff concerned. Opportunities are also available for pupils to become involved in a variety of musical and dramatic activities and in various clubs and societies.

A major contribution to this part of school life is the annual Inter-House Championship event which runs throughout the session, starting with the team event in October, Swimming Gala in December, and the Athletics Championship in June. The Veronica Thomson Public Speaking Competition is a major event in the school calendar.

School Trips of both an educational and recreational nature take place regularly throughout the year and several educational/leisure excursions are arranged each session, including trips abroad to broaden our pupils' horizons. There is an annual Leisure Event to encourage the positive use of the increasing leisure time available to young people.

This is but a brief outline of some of the extra-curricular opportunities available at the Academy. Activities of this kind play a vital part in the life of the school because they provide educational opportunities for pupils which complement those provided in the formal classroom situation. We are indebted to the dedication of staff who provide time, commitment and support in the encouragement of this aspect of school life. Considerable emphasis is placed on the pupils themselves taking some responsibility

for the running of these Clubs and Societies. Parents are invited to support the school policy of encouraging pupils to participate in these activities as an integral part of their education. It is often the case that participation in extra curricular activities enables pupils to benefit from opportunities within the more formal aspects of school life.

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

1 1+2 Approach to Language Learning in Aberdeenshire

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

In Turriff Academy the first foreign language is French with opportunities to develop the second language as German as pupils progress through BGE.

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

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

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

2 Further Information

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

www.turriff.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:

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

Assessment and Reporting

Pupils move through the curriculum at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through all the experiences and outcomes.

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. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

‘SAY’ where a pupil may have presented to the class or teacher.

‘WRITE’ where a pupil may have some written evidence e.g. end of unit/topic.

‘MAKE’ where a pupil may have created a model or poster.

‘DO’ where pupils may act out a scenario or conduct a class vote.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self & peer assessment as well as tests.

From August 2017, new national standardised assessments are being introduced as part of the National Improvement Framework, where every child in P1, P4, P7 and S3 will undertake assessments covering aspects of reading, writing and working with numbers over the course of the school year.

Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. To help teachers judge how well children are doing and plan next steps in their learning. For more information please go to:

<http://www.gov.scot/Resource/0051/00510590.pdf>

Throughout this time, parents will receive regular updates through **TRACKING Reports** along with an **ANNUAL Report** and the opportunity to **meet informally and formally with** teachers and support staff (see school calendar in APPENDIX)

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning.

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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

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



Transitions (Moving On)

TRANSFER TO SECONDARY EDUCATION

Most children from the 9 primary schools within the Turriff Network attend Turriff Academy(telephone number 01888563216). Turriff Academy is part of the Turriff Children's Services Network.

An induction programme for Primary 7 is in place to help support transition into S1.The programme includes a 4 day transition experience to the Academy towards the end of June. Further support is offered to children who require additional visits through Bridging Support. This is a half day visit over a period of 5 weeks from May to June. A Parent Information evening is held during the four day visit where information is shared and questions can be asked. Parents are shown round the school and meet with Guidance Teachers and Support for Learning staff. Information regarding the full induction programme is communicated to parents in January each year.

Liaison between Primary Schools and Turriff Academy is excellent. Primary pupils have the opportunity to come to the Academy for a number of events including school shows and concerts. Primary Schools organise an annual activities week (residential) which also supports transition. Staff from the Academy, in particular Guidance Teachers and Year Head, visit the Primary Schools during the session.

Information about P7 pupils is gathered over the session by the Support for Learning team and shared with Guidance Staff at the Academy to help support appropriate continuity of education. Transition meetings with staff, parents and other professionals are held for pupils who require additional support.

Visit Parentzone for more information about transitions:

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

3 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

4 Placing requests & School Zones

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

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

If you live Out of Zone, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. Please follow the link for more info:

<http://aberdeenshire.gov.uk/media/14818/out-of-zone-placing-request-policy-final-updated.pdf>

<http://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug16.pdf>

5 Skills Development Scotland

The Careers advisor for Turriff Academy is Scott Sloan.

The aim of the service is to help pupil's career plans and move smoothly from school to employment, training or further/higher education. We have 15 S4 pupils trained as WOW (My World of Work Ambassadors) who provide information and advice to parents and pupils regarding the My World of Work website.

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

For more information about Skills Development Scotland go to:

<https://www.skillsdevelopmentscotland.co.uk/>

6 Skills for Learning, Life and Work / Developing Young Workforce

As part of the curriculum, pupils will work towards developing the key employability skills, those being **communication, teamwork, problem-solving, computer literacy and customer service**.

All pupils will have an opportunity to experience meeting and talking with employers, further education and training providers. Pupils in secondary will also have an opportunity for a work experience placement.

Further information for parents can be found on the DYW Website:

<http://dywaberdeenshire.org/>

Support for Children and Young People

7 Getting it Right for Every Child

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

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



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

GUIDANCE

HOUSE SYSTEM

When pupils enter the Academy, they are allocated to one of four 'Houses' - Craigston, Delgaty, Forglan, and Hatton. Each House is in the charge of a Principal Teacher of Guidance in whose care pupils remain for as long as they attend the Academy. Children from the same family are always allocated to the same House. In this way, it is hoped to promote continuity, genuine interest in the pupils and their families a feeling of belonging to an identified group within the school and a close relationship between school and parents.

The school invites and welcomes comments and queries from parents at any time of the year about any matter relating to their child's progress or welfare. In the first instance, parents are requested to ask for their child's Guidance Teacher. The Guidance Teachers are responsible for the general welfare of their pupils and, as

such, they try to get to know them all individually.

Their role in the school involves them in the induction of P7 and 'new' pupils into the Academy, the development and teaching of the school's programme of Personal and Social Education, individual counselling, subject choice, careers guidance and behavioural matters - a role that places them in the best position to advise you on any matter related to your child's attendance at Turriff Academy.

Currently the Guidance Teachers are as follows:

Craigston	Mrs Vicky Ferguson
Delgaty	Mr John Martin
Forglen	Mrs Brenda Grant
Hatton	Mrs Karen Tetlow

HOUSE TUTORS (REGISTER TEACHERS)

The Academy operates a House Tutor system in S1 - S6.

House Tutor Groups spend the first five minutes of each school day with their House Tutor, 15 minutes on a Monday, who acts as the main communication link between the school and his or her group of pupils. During this time attendances are recorded, absence notes received and relevant school information is passed on to pupils.

In addition, the House Tutors are playing an increasing role in the wellbeing of their pupils, in which they aim to be able to establish a closer relationship with their group in the relatively informal tutor group situation. By this means, they try to offer consistent and regular support to pupils and to work closely and co-operatively with the Principal Teachers of Guidance in the best interest of their pupils.

ADDITIONAL SUPPORT FOR LEARNING (ASL)

All children and young people may need support at some time to help them benefit from school education. Most of the time the class teacher is able to provide the support required. However, a pupil may be referred to the ASL team for specialist, targeted provision.

In Turriff Academy we have 1 Principal Teacher of Pupil Support and their remit covers

- Assessments of pupils' needs
 - Follow up specialised programmes as identified by above
 - Assessment Arrangements for each pupil.
 - ICT programmes such as "Read Write Gold", use of digital exam papers
 - Analysis of Midyis scores
 - Primary Secondary transition liaison.
 - Chairperson for Admissions and review meetings for LDSS and SpLDSS
 - Timetabling of ASL teachers and PSAs
 - Managing the support of pupils who are out of class
-

- SEBD counselling support
- ASDAN
- Bridging group (in collaboration with PT Learning Support)
- Liaising with FE college/s

In addition pupils with additional support needs are supported in the Academy by a further 5 ASL teachers and 9 Pupil Support Assistants (PSAs).

As DHT Support for Pupils, Mrs Kathleen Riddoch has overall responsibility for ASL provision.

8 The Named Person

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

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

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

The Named Person can help by:

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

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

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

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

9 Educational Psychology

Educational psychologists are trained to work in collaboration with school staff, parents and other professionals to help children and young people to achieve their full potential. They use psychological skills and knowledge to improve the learning and wellbeing of all children and young people and offer schools a range of services including consultation, assessment, intervention, research, project work as well as support for staff's professional learning and development.

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

10 Enhanced Provision & Community Resource Hubs

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

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

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

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

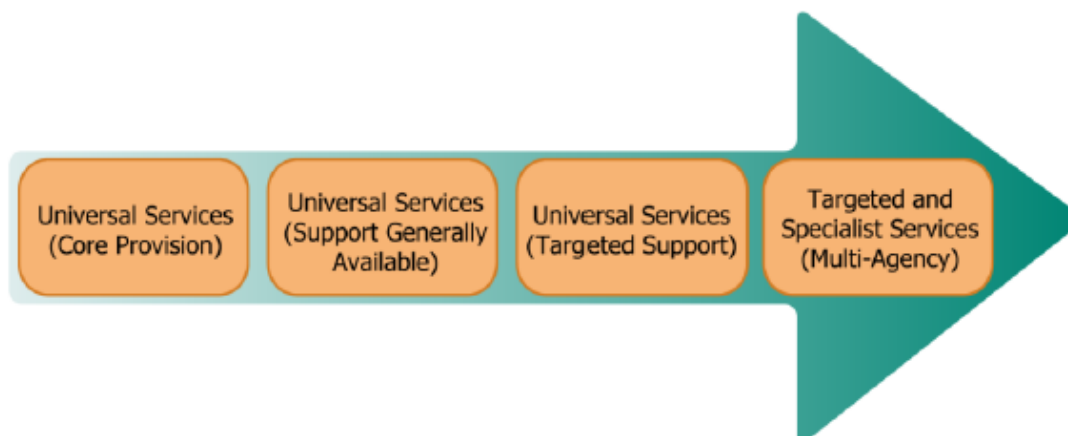
11 Support for Learning

There are times when pupils may experience challenges with their schoolwork. This can be for a variety of reasons including specific learning difficulties, challenges with specific subjects, general learning difficulties or a period of absence.

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 with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general 'hands-on' support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

12 The Child's Plan

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



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

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

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

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

Information is available on the Aberdeenshire Getting It Right Website:

<http://www.girfec-aberdeenshire.org/for-parents-carers/>

13 Child Protection

Child Protection is everyone's responsibility. Protecting children and young people is the responsibility of every member of the community.

Within Turriff Academy we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to refer the child to Social Work, the Police or the Children's Reporter. Here at Turriff Academy the designated Child Protection Officer is Mrs Kathleen Riddoch (until Dec 2017 when Mr John Martin will take over)

Remember – if you suspect abuse, do not rely on someone else to notice.

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

Social Work Monday to Friday during office hours contact your Children & Families local Social Work Office

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

14 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right For Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire

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

Parent & Carer Involvement

Here at Turriff Academy, we recognise that parents are the main educators and most influential people in a child's life and as such, we strive to work with you as partners to support your child's learning. To do this we aim to work with you in a number of ways.

Parental engagement and feedback from children and young people who use services is seen as key to their development and creating relationships of trust, based on transparency, inclusion and respect, is the basis of positive working relationships with children, young people and their families. This includes recognition and awareness of differing cultures and backgrounds, which may have an impact on, or be important to a child or young person's situation.

Aberdeenshire Parents Charter. (See Appendix) These are a series of expectations that state our commitment to a way of working with you that places the following as priorities: welcome & care; value and include; communication and working in partnership.

Assessment and Planning

The Getting It Right approach and Children and Young Person (Scotland) Act 2014 means the views of children, young people and their families, are seen as central to any assessment of wellbeing, and when drawing up a Child's Plan.

15 Our Parent Forum & Working with you as partners

The Parent Forum is a collective name for every parent, carer or guardian at the school. As part of our forum we want to work together to give children and young people every opportunity to be successful and increase attainment. For that to work well, we have summarised how we aim to do this:

16 Communication.

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:

COMMUNICATING WITH PARENTS

The support of parents is vital to the success of Turriff Academy and we aim to provide parents with regular information and opportunities to visit the school to gain information about their child's education. At present, contact with parents takes many forms including:

- Regular newsletters
 - Texts to parents including Groupcall
 - Individual invitations to parents evenings and prize givings
 - Monthly "School Report" in the local newspaper
 - Annual written report and parents' evening for each year group
 - Summary reports for S4 to S6
 - Parent Council and PTA
-

- Contact by Guidance or Support for Pupils staff
- School website
- Facebook
- Twitter

Parents are also invited to get in touch with the school about any matter concerning their child's education. The Guidance teacher should be the first point of contact. To help us, please telephone and make an appointment (telephone 01888 563216) - unless it is an emergency. This will enable us to obtain any background information and respond to your query or concern as efficiently as we can.

If you wish to speak to a member of the Senior Management, please contact the Year Head in the first instance.

The Year Heads are as follows:

S1 & S4 Year Head

Ms Debbie Ewen, Depute Head

S2 & S5 Year Head

Ms Jane Bisset, Depute Head

S3 & S6 Year Head and Support for Pupils

Mrs Kathleen Riddoch, Depute Head

Each Year Head has a range of duties in relation to their year groups including

- Enrolment of new pupils
- Choice of course
- Attendance/punctuality and behaviour issues

Again, please telephone the school to make an appointment with the Year Head to help us deal with your concern effectively.

In addition the Head Teacher is, of course, happy to meet with parents at any time and it would be appreciated if, other than in the case of an emergency, an appointment could be made.

Any general enquiries about the school e.g. school times, holidays, free school meals and transport should be made to the School Office on 01888 563216.

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

17 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people's learning by providing guidance along with support programmes or events where you have the opportunity to learn together with your child.

18 Volunteering

There are many opportunities for parents to support learning in school by giving up some time to maybe share the skills and knowledge they have; support children and young people in the classroom; support or lead extra-curricular activities or indeed more direct support with specific skills (paired reading as an example). To do this please go to:

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

19 Learning at Home

We provide materials and resources to support either homework or materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy

www.turriff.aberdeenshire.sch.uk

20 Decision-making and Developing Services

Reflecting our vision, values and aims, the school has a range of priorities that we work to improve on each year which are explained in our School Improvement Plan (SIP). To take forward some of those priorities we need parents views, ideas, opinions along with creating the opportunity to draw upon parents skills and strengths. To enable this we have a series of working groups/focus groups which any interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires.

Our **Parent Council**, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson (insert name) or Headteacher for more information about getting involved in the Parent Council or email turriffacademypc@hotmail.com

21 Collaborating with the Community

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

School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: www.turriff.aberdeenshire.sch.uk.

All Aberdeenshire Council Education policies can be found here:

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

22 Attendance

The school follows the Aberdeenshire Attendance Policy:

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

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

In line with updated Aberdeenshire Council's Updated Attendance Policy, please take note of the following procedures which should help us to ensure we are kept up to date with your child's attendance:

The vision for Scotland's children and young people is for them to reach their full potential and be successful learners, confident individuals, effective contributors and responsible citizens. A 1% increase in attendance can raise attainment by 5%.

Getting It Right for Every Child (GIRFEC) aims to ensure all children and young people are fully supported by keeping their wellbeing at the heart of the approach. School attendance is key to GIRFEC, regular attendance is key to children making the progress they should.

Parents and school have important key roles to ensure the process is rigorous.

Parents are asked to telephone/email/text the school prior to morning registration whenever your child is absent. If your child has an appointment, dental or medical, for example, parents are asked to notify the school as far in advance as possible. A message can be left on the school answering machine before 8 am.

School will contact parents by text/email/telephone if the child is recorded as absent at morning registration and parents have not made contact with the school.

32 | **Error! No text of specified style in document.**

In the Academy, attendance is monitored period by period. The same process will apply if a child is found to be missing from class at any time during the school day.

Parents are asked to respond without delay. Schools need to know that parents/carers know that their child is safe.

School will continue to make contact through all known contact and emergency numbers for the next hour. (It is therefore extremely important that you inform us immediately of changes to contact details as and when they arise).

In the event of no contact being made the Guidance teacher will be informed and a decision will be made as to what happens next – this could include contacting the police, social work or other appropriate agency.

Vulnerable children are likely to be declared missing. This will trigger a call to Social Work or Police to support us in our tracking of the missing child.

We appreciate your assistance in helping us put these procedures in place.

Lateness

Persistent lateness can have the same adverse effect on the progress and wellbeing of children as poor attendance. Good timekeeping is a life skill and good habits need to be encouraged at school and at home. There are many reasons for children failing to get to school on time. Working with parents/carers, action needs to be taken before bad habits are established.

School will monitor late arrivals and contact parents/carers by letter when concerns arise – normally after 5 instances of lateness. A meeting will be arranged to discuss and address the issues.

23 **Holidays during term time.**

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For

annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to:

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

24 Turriff Academy School Dress Code

Turriff Academy most recently reviewed its Dress Code Policy in 2013-14 in consultation with pupils, parents and staff and included the Parent Council and Pupils' Council. As a result of this consultation, we now have a revised School Dress Policy so as to meet the current needs of the school and the Education Authority, having taken into account the views of pupils, parents and staff. The aim is to provide clarity to pupils and parents on what is appropriate as school dress.

Dress code

The school Dress Code provides a framework within which pupils and their parents can operate and within which there is still the opportunity to express individual preferences. Details of the school's Dress Code are available on the school website.

Reasons

The school strongly encourages all pupils to follow our school dress code and wishes parents to support us in this task. We believe that there are a number of good reasons to do so, namely:

- Encouraging a culture of dressing in an appropriate manner for school
- Avoiding the culture of being seen with the "right label" and the bullying/harassment that can arise from this
- Demonstrating a positive attitude by taking a pride in supporting the school
- Health & safety reasons (i.e. The potentially dangerous flammable nature of modern sportswear clothing)
- Providing another means of promoting a positive image of the school to the Turriff Community

Monitoring

Monitoring of the school dress code is undertaken by House Tutors at morning registration, the Senior Leadership Team in and around the school campus and by Guidance Teachers at PSE classes. Particular emphasis is placed on ensuring that banned items are not worn in school. Pupils who persistently fail to follow the School's Dress Code will be encouraged to conform by:

- Being spoken to by their Year Head and a note put in their pupil planner
 - Pupils being asked to change into a plain black or white tee shirt.
 - Parents being informed by letter or text
 - Being sent home to change or having parents come in with a change of clothing.
-

Dress code for P.E.

Where Physical Education is concerned, parents should realise that in the interest of health and safety they should make every effort to ensure that their children come to school with the recommended items of clothing and footwear.

It is essential that all pupils have a complete change of clothing for use during activities and a towel for use after showering.

Essential

A plain top (an extra top for outdoor wear)

Shorts

Training shoes, preferably with light coloured soles Sports socks

Swimming trunks or one piece Swimming costume

Optional

Football boots, Hockey boots, Dancing/Gymnastic shoes

Notes;

1. Most training shoes are designed for outdoor use with relatively inflexible gristle soles which do not hold well on smooth wooden floors, metal and wood apparatus, etc., and are potentially dangerous. Indoor shoes should be carefully selected.
 2. A tracksuit is a desirable extra garment, particularly for the enjoyment of outdoor activities in colder weather.
 3. Jewellery must be removed before pupils participate in physical activities. These and other valuables must not be left in the changing areas but should be placed in the lockers provided. Padlocks are provided for this purpose.
 4. It is also recommended that pupils with shoulder length hair (or longer) should tie it back during activity and wear a swim cap in the Pool.
-

Conclusion

In conclusion, we strongly encourage you to support us in our aim to ensure that the pupils of Turriff Academy, through their adoption of our dress code:

- Are working in a safe environment while at school
- Are presenting a positive image of the school and their parents
- Gain some self confidence from being "part of the team"
- Learn about society's requirements for appropriate dress habits

We look forward to receiving your support for our school dress code policy which aims to ensure that Turriff Academy pupils dress in a manner that is appropriate for attending school and enhances the very positive image they present of themselves through their support of their school in so many other worthwhile and constructive ways. Together we can ensure that we present the strongest, most positive advertisement of all that is good about our school.

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

PUPIL'S PROPERTY

Inevitably pupils mislay some of their belongings from time to time. Lost property is usually handed to the Janitor or the Office staff and can be reclaimed from them.

It cannot be stressed too strongly, however, that parents ensure that the pupil's name is on every item of clothing or other property brought to school. Cases of theft are not common in Turriff Academy, but it is obviously in the best interests of pupils that temptation is not put in the way of the potential pick-pocket. Thus it is essential that pupils remove all money and valuables from coats, jackets etc., which they leave in the cloakroom. In general, pupils should be discouraged from bringing to school large amounts of cash or belongings of considerable value. However, if it is necessary for a pupil to do this, the item concerned may be deposited in the Office for safekeeping. No responsibility will be taken for any items not so deposited. The school has a stock of personal storage lockers which may be rented by pupils for a small annual fee. Again, neither Turriff Academy nor Aberdeenshire Council will be liable for damage to or loss of contents of a locker. Pupils should provide their own padlock and key once their locker has been allocated

CARE OF SCHOOL PROPERTY

No charge is made for the textbooks, jotters etc., which are issued to pupils, but, since books are very expensive nowadays, and it is assumed that these will be returned to the school in reasonable condition. If a book is lost or damaged through ill-use, the pupil will be expected to pay for the replacement of the book.

Similarly, if any item of school furniture or furnishings (lampshades, window panes, etc.) is broken because of carelessness, or a deliberate act, on the part of a pupil, a

charge will be made to recover at least part of the cost of repairs.

25 Clothing Grants

Some families may be entitled to a school clothing grant of £50 per year. More information about this can be found at:

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

26 Transport

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport. Contact your school for more details.

27 Early Years Transport

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

28 Privilege Transport

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for privilege passes. Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school. For further information click on the link below or contact the school.

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

29 Special Schools and Enhanced Provision

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

30 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

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

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

Northsound 1

FM 96.9

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7 MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4

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 021140. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

31 Storm Addresses

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

32 Change of address and Parental Contact Details

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

33 School Meals

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

- Primary 1-3 pupils are provided with school meals free of charge.
- Primary 4- S6 pupils are currently charged £2.20 for a school meal unless they qualify for Free School Meals.

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

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

For information about **school meals and menus** go to:

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

Aberdeenshire Council provides an **online payment service to pay for school meals**.

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

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

<http://www.aberdeenshire.gov.uk/schools/meals/online-payment-for-school-meals-and-other-school-payments/>

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

34 Healthcare & Medical

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

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

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

The school is fortunate to have a nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. The school doctor will play a vital role in monitoring a child's health and well-being.

Although our medical staff provide help and advice as appropriate, all pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child's doctor and an up-to-date emergency contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

Aberdeenshire Community Dental Service inspect P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

Immunisation against Diphtheria, Tetanus and Poliomyelitis is provided for all pupils during the third year. If a pupil is unable to keep the school appointment, parents are advised to request immunisation from their own doctor.

HPV Immunisation to protect against cervical cancer is offered to all girls in S2. This is a series of 3 injections over a six month period commencing in September each year. A catch-up programme is also in place for girls who miss any of their injections.

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing a course of medication to combat an infection.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

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

A risk assessment should also be completed.

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

Please find our Medication Policy here:

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

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

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

35 Exclusion

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

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

36 Educational Visits

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

37 Instrumental Tuition

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

For further information go to:

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

38 Education Maintenance Allowance

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

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

39 Comments, Compliment & Complaints

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

dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

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

<http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf>

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at:

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

40 Support for parents/carers

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

Advocacy North East
Thainstone Business Centre
Inverurie
Aberdeenshire
AB51 5TB
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:

Website: <https://www.siaa.org.uk/>

Independent Mediation Services

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1st
Fraserburgh Business Centre
South Harbour Road
Fraserburgh
Aberdeenshire
AB43 8TN
Tel no 01346 585341
Fax no 01346 512810
Email
aberdeenshire@children1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:

www.sclc.org.uk

41 Insurance

No insurance is held by Aberdeenshire Education & Children's Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education & Children's Services does hold 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 Claim Handlers and compensation is dealt with on a strictly legal liability basis.

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. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

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

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

42 School Off Site Excursion Insurance

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

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

43 Data we hold and what we do with it.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

44 How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

45 Parental Access to Records

SAR - Subject Access Request information

Subject 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 1998. An SAR 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/for-the-public/personal-information/>

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

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

46 ScotXed

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

47 Information Sharing

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

48 Freedom of Information

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

Appendix

School Improvement Plan

Please find link for Turriff Academy Improvement Plan

<http://turriff.aberdeenshire.sch.uk/wp-content/uploads/Electronic-Turriff-Academy-Improvement-Plan-2016-19-September-2016.pdf>

Stats for attainment etc

Please find a link for S3 literacy and numeracy

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

Please find a link for Senior Phase attainment

<https://education.gov.scot/parentzone/find-a-school/aberdeenshire/5221234>

School Events Calendar & holidays

Please also find a link to the annual school calendar:

<http://turriff.aberdeenshire.sch.uk/parents-area/parents-calendar/>

Please also find a link to the annual holiday calendar:

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>

Map of catchment area

Details of the school catchment area can be found on the Aberdeenshire website at the following address

<http://www.aberdeenshire.gov.uk/schools/index.asp>

Click on Secondary schools – Turriff Academy- Catchment area.

