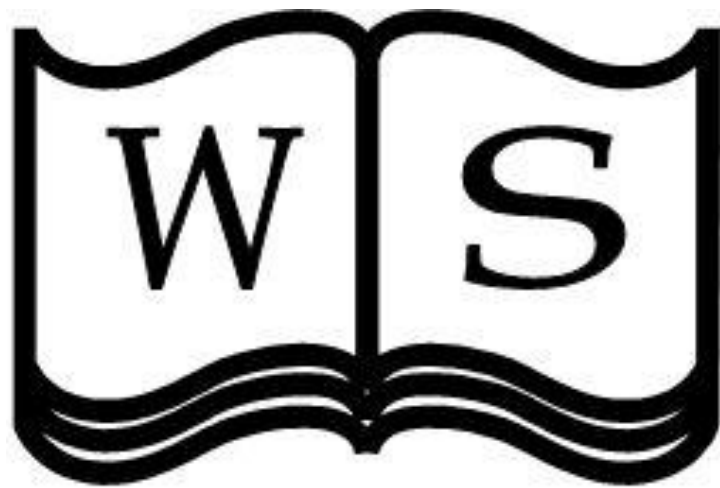


Westfield School Handbook



Session 2016-2017

This document is available in alternative formats
(Please contact the Head Teacher)

Westfield School
Argyll Road
Fraserburgh
AB43 9BL

Telephone - 01346 518699
Fax - 01346 516633
E mail - westfield.sch@aberdeenshire.gov.uk
Information Line - 0870 054 4999 School PIN Number 022770
Website - <http://www.westfield.aberdeenshire.sch.uk/>

Dear Parent

Welcome to Westfield Primary School. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us.

We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at Westfield School.

The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of life at Westfield School as we can, and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012'.

The coloured sections in this handbook will be updated annually and you will be asked to replace certain pages with new information.

We hope you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

Yours sincerely

Kerri Dalton

Head Teacher

Please note – “Parent” includes guardian and any person who is liable to maintain or has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person.

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.

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Section 1

General School Information

School Contact Details

Head Teacher: Kerri Dalton

School name: Westfield School

Address: Argyll Road, Fraserburgh, AB43 9BL

Telephone Number: 01346 518699 (You can leave a message on this line.)

Nursery Number: 01346 518699

Website: www.westfield.aberdeenshire.sch.uk

Email Address: westfield.sch@aberdeenshire.gov.uk

Type of School: Westfield School is a Community Resource Hub (Special School) with 0-3 nursery provision

Present Roll: Nursery - 15 Primary - 39

For further information about the roll and structure of classes please see section at the back of this book.

Other Information and Contacts

- Denominational Status – Westfield School is a non-denominational school.
- The school does not teach by means of the Gaelic Language.
- All Aberdeenshire Schools are co-educational, providing education for both boys and girls.

Email address for the Parent Council – westfield.sen.pc@gmail.com

Information Line 0870 054 4999 (school pin no 022770) (Please do not use this line to leave messages for the school.)

Adverse weather and emergency closure -

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

Please see page 15 for further information regarding adverse weather and emergency closures.

Contact details for:

<u>Director of Education & Children's Services</u> Mrs Maria Walker Woodhill House Westburn Road Aberdeen AB16 5GB 01224 665420	<u>Banff Area Office</u> St Leonards Sandyhill Road Banff AB45 1BH Tel: 01261 813340	<u>ASN Manager/Quality Improvement Manager</u> Anne Marie Davies Woodhill House Westburn Road Aberdeen Tel: 01224 664886
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About the School

Westfield School forms part of the Fraserburgh Community Schools Network (CSN) and the Fraserburgh Schools Cluster Group.

The school was opened in May, 1971 with five classrooms, an assembly hall, Technical and Home Economics room and a swimming pool. In September, 1977, three additional rooms were added.

In more recent years, the school has undergone extensive structural renovation. The windows and roof have been replaced. The school is currently undergoing a phased approach for major renovation work – internal and external.

The school is divided into class areas to accommodate primary and secondary age children, enabling children of similar age and abilities to work together to meet the outcomes detailed in the “The Curriculum for Excellence”.

The school supports pupils from school age to post 16 with a range of needs from severe and complex additional support needs to more moderate learning needs. Provision for pupils on the autistic spectrum is also provided. There is also a 0-3 years Nursery on site.

At present we have a roll of 39 full time pupils with 15 nursery children and we support one individual as part of their flexible pathway and six pupils with blended placement, attending Westfield School as well as their zoned mainstream school. Mrs K Dalton is Head Teacher at Westfield School.

Westfield School has 8.6 FTE teachers who provide a broad, balanced and stimulating learning experience for pupils. They are supported by pupil support assistants within the classrooms.

There are specialist teachers and instructors who teach Music (Kodaly) and Swimming. Senior pupils may also access specialist teachers in Technical – Wood work/Metal work.

The School Administrator, Admin Support Assistant, Janitor, catering and cleaning staff complete the school staff.

Speech and Language Therapists, Occupational Therapists and Physiotherapists visit the school regularly to work specific children and offer specialised support to the staff on the design of daily programmes.

An Educational Psychologist works closely with the school to advice staff and increase capacity across the school.

Community links are a valued part of school life. The school is used for a range of community activities, including after school sports and activity clubs. The school has a very supportive Parent Council. These groups support school improvement activities and raise additional funds to provide many extras for the pupils in the school.

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

For further information about classes and teachers please see the section at the back of this handbook.

Visits of Prospective Parents

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

Admission/Enrolment to Westfield School

Following consultation between parents and Education Psychologist and where appropriate other agencies such as Social Work and Health, pupils will be identified for presentation before a multi-agency panel. The panel will offer recommendations as to how individual needs may be best met by Fraserburgh provision.

Panel recommendations are presented to the Aberdeenshire Additional Support Needs Manager and parents are offered a place. The panel reviews individual cases twice a year, or as need arise where there is capacity within the school.

Following admission to Westfield School an initial placement review is convened within 10 weeks to share information gathered through the assessment process with all involved and a decision as to whether or not a longer term place at Westfield is an appropriate step for the individual child. This is then reviewed on an annual basis.

Out of Zone Information

All Aberdeenshire schools serve a local 'zone'. Pupils will automatically be accepted at the school within their 'zone'. However, 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. For further information relating to this please follow the link below

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

Please note this includes forms for completion. These can also be obtained from the school or from the area office.

Organisation of the School Day

School Hours: Primary 9.15am to 3.15pm, Secondary: 8.45am to 3.15pm with a 15 minute break and a 45 minute lunch break.

Nursery hours are flexible according to the needs of the family and availability in the Nursery.

School Uniform

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. A white polo shirt, black or grey trousers or a skirt/pinafore for girls. The school has a red sweat shirt with gold lettering available in all sizes. As many seniors access Fraserburgh Academy seniors can wear a black jumper with red lettering (or plain). This compliments Fraserburgh Academy's uniform. For P.E. a T-shirt, shorts and gym shoes should be provided and on swimming days an appropriate kit should be provided including a towel. Aprons for cooking and protective clothing for art and technology are provided in school. Dress for work experience or volunteering for senior students will be advised prior to the placement.

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

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.

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

In each classroom the children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Each child will also have their own named tray for storing their belongings in class.

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 should wear studs as opposed to hoops or dangly ear rings.

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 of the books and equipment that your child will need to use in school, however many children do like to bring their own pencil case and equipment. Children will also require a school bag to carry their belongings and equipment to and from school.

Playground Information

Pupils are supervised by staff at all times, including arrival at school in the morning prior to the start of classes, during mid-morning break, during lunches and during break time after lunch.

Senior pupils may attend their social area after lunch where supervision is more relaxed with staff in attendance in areas immediately adjacent. The level of supervision will depend on the individual student. We feel that it is important for older students to take more responsibility and assume more independence although unsupervised time in this area is a privilege which can be removed if abused. Where it is felt appropriate and based on individual targets some senior pupils may be allowed to leave the building for some time during their lunch break. This is only after parental agreement.

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.)**

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 at the main door. Please ensure your child knows who he/she is going home with if you are unable to collect your child. This can be communicated in the home/school diary.

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

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

School Office

The school office is manned from 8.00am – 4.00pm Monday to Friday.

The school has an answering machine for leaving messages. All messages are collected by 9.00am each morning. Where a response is required, we aim to do this on the day the message is received.

Any visits to the school in person should be made through the main entrance. 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.

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.

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 4-7 pupils are currently charged £2.15 for a school meal unless they qualify for Free School Meals. Refer to the following link for helpful information

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

Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. In addition, an online interactive menu is also available which displays menu recipe pages showing allergens and nutritional content. This and other relevant information about school meals can be found by following the link -

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

Aberdeenshire Council provides an online payment service to Primary schools that provides parents and carers with the convenience of making online payment with debit or credit cards for School meals.

Online payment is now the preferred way to pay for primary school meals, however cash and cheques will still be accepted.

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 and carers are responsible for ensuring that sufficient funds are in their children's accounts prior to ordering a school lunch. Should a pupil not have money in their account they will still be served and you will be contacted regarding payment.

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.

Any pupil who wishes to take a packed lunch on occasion may still do so. Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

The School aims to encourage young people to enjoy food which is both attractive to them and nutritionally sound whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Pupil Absence Procedures

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal 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 & Children's Services has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

Attendance and Absence Procedures

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Absence of pupils travelling on School transport must also be communicated to the bus company or (where known) the bus driver by the parent/carer. If you have cancelled school transport for your child, transport will presume you will not be using the school bus or taxi until you contact them again.

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.

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 outwith the school day.

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/>

Communicable/Infectious Diseases

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

Head lice

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

Asthma Inhalers

Parents of children who carry their own inhalers should supply a spare named inhaler just in case your child's inhaler is lost or misplaced. These are also required for school trips and outings.

Aberdeenshire Council Guidance on School Closures

Emergency Closure of the School Due To Bad Weather or Other Emergency

It is very important that parents keep the school informed about any changes in contact details

We want to work in partnership with parents and carers to ensure the safety of children at all times. These guidelines outline the procedures for dealing with school closures during bad weather or other emergency.

Parental Role

We would like you to:

- Ensure your child wears appropriate outdoor clothes throughout the winter.
- Decide whether it is safe for your child to travel to school in bad weather, either by school transport or on foot.
- Provide the school with information about emergency contacts to whom your child can be sent at short notice if you are not available. Also tell the Head Teacher about any changes to this information and to your daytime contact details.
- Provide the school with a bad weather address within safe walking distance of the school.

Also:

- If school transport is not running please don't take your child – or other children – to school yourself unless it is safe for you to do so. You will be responsible for ensuring that the children you took to school are transported home again and therefore need to be available in the event that the school has to close early due to deteriorating weather conditions.
- In difficult weather conditions pupils should not wait any longer than 15 minutes past the normal pick up time before returning home. In case the transport doesn't arrive please make sure you have made alternative arrangements for your child.
- If your child travels by school transport you are responsible for their safety to and from the pick up/drop off point whether they use school transport or a public service vehicle.

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.

Contact Details

It is **vital** that parents keep us informed of up to date telephone contact numbers – home, work and local emergency contact(s) so that we can be sure of reaching you in any emergency situation.

When will schools be closed?

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.

During bad weather some staff may not be able to get to school – so the school may have to close because there are too few teachers present. Sometimes only part of the school will be closed or only some of the pupils will be dismissed early.

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.

Nursery, Primary and Special Schools

If Westfield School 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.

Where contact cannot be made the children will remain in school and will need to be collected asap.

Further Information

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 15 minutes from our website:

Northsound 1 FM 96.9 Tel: 01224 337000	Northsound 2 MW 1035 kHz
BBC Radio Scotland FM 92.4 - 94.7MW 810 kHz	North East Community Radio FM 97.1 - 106.4 Tel: 01467 632878
Moray Firth Radio FM 97.4 MW 1107 kHz	Waves Radio FM 101.2Tel: 01779 491012
Original 106 FM Tel: 01224 293800	

Twitter http://twitter.com/aberdeenshire	Aberdeenshire Council Website www.aberdeenshire.gov.uk/closures
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You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

www.aberdeenshire.gov.uk/alerts/index.asp

School Information Line

Tel: 0870 054 4999 then Pin: 022770. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

Please note: Call charges to the School Information Line will depend on your contract with your telephone service provider, for example, calling from your home telephone may differ in price from calling from your mobile phone.

Public Transport Unit (9am – 5pm)	01224 665194
Education Offices (9am – 5pm)	
Banff	01261 813340
Fraserburgh	01346 515303
Peterhead	01779 473269
Inverurie	01467 620981
Stonehaven	01569 766960

Transport

All pupils are entitled to school transport by taxi or the school fleet of buses. Pupils will be secured in appropriate seating, strapping and belts to travel safely and comfortably. An escort will accompany the children on the school bus.

The escort is a useful link between home and school and items of information can be passed between parents and teachers via the escort. Parents should contact the school directly where items relate to more complex educational programme or care and welfare.

Escorts have a duty to ensure that good behaviour is maintained on the school bus and any breaches of this will be reported to the Head Teacher. Serious or repeated incidents of misbehaviour may result in the child being removed from the school transport and the parent being held responsible for arranging alternative transport.

Where practical, some older pupils may walk to school. A parental consent form is available for parents who wish their children to walk.

Section 2

Curriculum and Assessment

School Ethos

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

We are committed to establishing a pattern of interpersonal relationships founded on mutual respect and an awareness of individual rights.

With rights, come responsibilities and pupils are encouraged to respond similarly to all around them, including staff, peer group and visitors.

An atmosphere in which everyone is treated with courtesy and respect is actively fostered.

Westfield School Vision and Values

Vision

At Westfield we are preparing all pupils for the opportunities, responsibilities and experiences in life.

Our vision is to be:

'A centre of excellence that reaches out to the heart of the community and strives to enable every child to achieve their full potential'

To achieve our vision we aim to:

To respect and be tolerant of all members of our community, valuing opinions regardless of race, gender, ability or status.

To highlight success for all through celebrating achievement

To provide purposeful, high quality learning and teaching opportunities that stimulate, challenge and excite

To encourage independence through self-confidence, self-respect and self esteem

To have high expectations so that all achieve their full potential

Values

Values-based schools aim to encourage pupils to become more aware of their capacity to determine their own behaviour in a positive way. Evidence indicates that the success of this is influenced by staff modelling the behaviour. The maintenance of positive attitudes gives affirmation and positive reinforcement to the pupils.

Our programme for learning about Values includes;

- Introducing and reinforcing values in assemblies
- A whole school 'focus value' for a few weeks
- Regular Class and Small Group lessons on a Focus Value over the course of the term

A key aspect of 'Values' is the development of good quality relationships between staff, parents and pupils. At Westfield we recognise the vital importance of the role of families in educating children. The development of our values will be shared with parents through newsletters and parent's evenings.

Our values are:

- Cooperation

- Responsibility (including Courage)
- Respect
- Honesty
- Kindness, Thoughtfulness, Friendship, Togetherness

Cooperation is:

- Helping one another
- Working as a team
- Working together with patience
- Persevering together

Responsibility is:

- Taking care of myself and others
- Doing my share of the work
- Having courage to make decisions
- Being fair

Respect is:

- Accepting myself and others
- Knowing we are all different
- Listening to others
- Being understanding and open minded

Honesty is:

- Telling the truth
- Trust
- Being true to yourself and to others
- Being open and sincere

Kindness, Thoughtfulness, Friendship, Togetherness is:

- Being helpful and considerate
- Putting others first
- Wanting good for others
- Caring and sharing

In meeting the school aims, the following principles will guide the work of the school;

- School aims will be met in collaboration with all involved with the learner.
- Each learner will have attainments recorded and achievements recognised.
- Review of needs will be ongoing and learning programmes will be responsive to the needs of all those making use of school services.
- An ethos of equality, inclusion and critical evaluation will be the focus in school planning and in the day to day work of all staff.

Positive Behaviour Management

Positive Behaviour Management is a vital component in helping Westfield School to achieve its aims and values.

Promoting Positive Behaviour

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. Certificates are presented to individual children for effort and special achievements at assemblies.

The School's Golden Rules

- Be gentle
- Be kind and helpful
- Listen carefully
- Look after property
- Be honest
- Work hard

Parents are asked to discuss these rules at home on a regular basis.

Each class has a system of rewards in place. Pupils earn rewards through the achievement of attainable targets during the week and these are discussed on a regular basis. Rewards in the form of stickers, pupil of the week are available for all to see during the course of the week in Primary classrooms.

A whole school reward system is also in place where pupils are recognised for the achievements by post cards and earning points for themselves.

Excellent work is celebrated during school assemblies and communicated with parents.

Bullying

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is **not** bullying.

Similarly, reciprocal or casual name-calling is not to be condoned, but it is **not** bullying. **Sustained victimisation** is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such

behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Westfield School are few and far between. We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.

Restorative Approach to Bullying Behaviour

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse. Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

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

Race Relations Act

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

Exclusion

Where pupils who repeatedly display behaviours' within their control, 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

Curriculum

Curriculum for Excellence

Curriculum for Excellence has now been introduced across Scotland for all 3 – 18 year olds- wherever they learn.

Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context. Those principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

Curriculum Entitlements

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

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

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

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and moral education
- Sciences
- Social studies
- Technologies

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

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

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy

- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

School Policies

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

The Curriculum for Excellence is structured into different levels.

Early / First / Second – within the Primary School but earlier or later for some

Third and Forth / Senior Phase – Secondary Level

Learners Involvement in the Life of the School

Taking Responsibility

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

- ECO group – help the school become more environmentally friendly
- Pupil Council – making decisions about charity events and improvements to the school.

Educational Visits - Trips out of School

We offer various educational visits during the course of the school year. We believe that ‘hands on’ experiences greatly enhance a child’s education, while also helping to make the necessary links between learning in school and life out with school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children’s Services.

Prior to these taking place, a risk assessment is completed and parents are informed about the details of the trip, support arrangements and items they may need to provide.

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).

Secondary Provision

Secondary students will be encouraged to accept more responsibility for themselves and for others and will be supported towards greater independence and decision making in preparation for life beyond school. Senior students will be expected to show good models of behaviour to others in school.

A number of Core Skills permeate the curriculum at post 14 and these will be delivered through courses and units accredited nationally through the Scottish Qualification Authority (SQA), and other awards carried out locally.

The number of units students can achieve will increase in number as partnerships are undertaken with Fraserburgh Academy where students can access the skills of specialist subject staff and later at North East College, Fraserburgh on link courses.

An essential component of the senior class work will involve increasing opportunities to link with specialist staff and peers from within the local network. This work will be expanded as opportunities develop locally. As well as providing curricular breadth, balance and continuity. This programme is designed to increase self-confidence and expand experiences beyond the school. This is crucial in nurturing and supporting independence, decision making and lifelong learning.

Further Education

North East Scotland College, Fraserburgh is in close vicinity to the school and well established links are in place. The following college based activities are provided at the College;

- Link courses for one day each week for 16 year olds when a variety of opportunities and experiences are on offer.
- A three day experience for 15 year olds who can try a variety of activities in College departments.
- A one year Extension Course for those who have left school and require a course designed to extend skills acquired at school.

The College staff work closely with the school to customise experiences for students who will need different link experiences and levels of support, depending on their needs.

Robertson Road Adult Centre

This local adult resource run by Social Services has long standing and effective links with the school. Transition and induction programmes can be negotiated according to the needs of students and staff from both centres will work in close collaboration prior to transfer. Transition programmes may also involve liaison with FE staff from North East Scotland College.

Learning and Teaching

Our teaching methods 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. We use a variety of teaching methods 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. 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 allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

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

Assessment & Reporting

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

The overall purpose of assessment is to support learning. Staff at *Aberdeenshire School* use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

We use a variety of assessment methods through the year to ensure our youngsters experience breadth and challenge. These include observation, diagnostic assessments and use of National Assessment Resources.

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 and 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 around April of each year. Parents and pupils are invited to add their comments to these reports.

Where appropriate with support, pupils are developing skills to identify and record 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 produced 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.

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

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

Sensitive Aspects of the Curriculum

Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents. Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See

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

Religious and Moral Education

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

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

The key human aspects of learning are supported by:

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

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

Relationships, Sexual Health & Parenthood

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies.

Roles and Responsibilities in Relationships, Sexual Health & Parenthood Education

Parents/carers/guardians

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

- Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school.
- Actively support the work of the school.

School

- Building supportive and positive communication with parents.
- Encouraging parents to view the teaching and resource materials.
- Dealing with parental concerns.
- Providing staff with appropriate training and support.
- Actively seek parents' support through activities such as: - homework tasks, questionnaires, training, workshop and information sessions.

Using Appropriate Language

Some families use a range of different names for intimate parts of the body. This can lead to confusion for some children. We would appreciate, therefore, your support in using the correct names for body parts.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the head teacher or designated member of staff so that appropriate alternative arrangements can be made.

For further information about specific resources or programmes of work please contact the school.

Drugs Education/Substance Misuse

The Aims of Substance Misuse Education

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in Aberdeenshire's Curriculum Framework 3-18. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health educational to develop life skills and promote access to positive, health-promoting lifestyles.

At Westfield School programmes of study are arranged in compliance with this guidance and appropriate to the developmental stage of the individual pupil. For further information on learning and teaching of substance misuse education, please contact the school.
<http://arcadialite.aberdeenshire.gov.uk/?p=2930>

Section 3

Parental Involvement

Pupil Welfare

Westfield School Parent Council

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

- 1. Learning at Home:** direct parental involvement in the child's learning at home and in the community.

Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home – setting the table, making a shopping list, tidying their bedroom etc
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills though reinforcing the need for manners and politeness.

- 2. Home/School Partnership:**

The home/school partnership is essential to ensure that children get the maximum benefit from their school experiences. You can support this by:

- Helping with any homework your child may be tasked with and remember to sign the completed work
- Supporting the school in promoting positive behaviour and the school values
- Completing audits that are sent to you seeking your views and opinions on how the school operates

- 3. Parental Representation:**

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan

- They comment upon and adds to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting the Parent Council Chair or the Head Teacher or by clicking on the link below:

<http://aberdeenshire.gov.uk/schools/parents-carers/involvement/parent-forums-and-councils/>

All parents are members of the Parent Forum and the voice of the Parent Forum is the Parent Council. Schools are most effective when positive relationships are developed between parents, school and the wider community. The Parent Council supports these relationships and works with the school to achieve its objectives and make improvements where needed.

The Parent Council will communicate with the parent Forum in a number of ways, some of which are listed below;

- Items on the School parents letter
- Invitations to focused events

Remember that you can communicate with the Parent Council by writing, approaching members of the council or suggesting items for the Parent Council meeting. All meetings are minuted and these are available to parents for information.

The Parent Council members and constitution are noted below.

Mrs Kelly Craigon	Chair
Mrs Jacinth Cardno	Treasurer
Mrs Sandra Wood	Secretary

They can also be contacted at Westfield.sen.pc@gmail.com

Constitution for Westfield School Parent Council

1. This is the constitution for ***Westfield School Parents Council***.
2. The objectives of the Parent Council are:
 - To work in partnership with the school to create a welcoming school which is inclusive for all parents
 - To promote partnership between the school, its pupils and all its parents
 - To develop and engage in activities which support the education and welfare of the pupils
 - To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

3. The membership will be a minimum of **FIVE** parents of children attending the school. The maximum size will be no more than **ONE THIRD** of the parents of children attending the school.

4. The Parent Council will be selected for a period of **TWO** years after which they may put themselves forward for re-selection if they wish. All the parents of children at the school can take part in the selection by **POST**. Parents will have **TWO** weeks to select their representatives.

Any parents of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by **SECRET BALLOT**. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.

5. The Parent Council may co-opt members or groups as necessary to assist it with carrying out its functions.

The number of parent members on the Parent Council must always be greater than co-opted members.

6. The Chair, Secretary and Treasurer of the Council will be agreed by the Parent Council members immediately following its formation.

Office bearers will be re-selected by the Parent Council on a **TWO YEARLY** basis.

The Parent Council will be chaired by a parent of a child attending Westfield School. If the child ceases to be a pupil, a new Chair will be agreed at the next meeting.

7. The Parent Council is accountable to the Parent Forum for Westfield School and will make a report to it at least once each year on its activities on behalf of all the parents.

If 25% of members of the Parent Forum request a special general meeting to discuss issues falling within the Council's remit, the Parent Council shall arrange this. The Parent Council shall give all members of the Forum at least **TWO WEEKS** notice of the meeting and, at the same time, circulate notice of the matter, or matters, to be discussed at the meeting.

8. The Annual Meeting will be held in May of each year. A notice of the meeting including date, time, and place will be sent to all members of the Parent Forum at least 2 weeks in advance. The meeting will include:

- a report on the work of the Parent Council and its committee(s)
- selection of the new Parent Council
- discussion of issues that members of the Parent Forum may wish to raise
- approval of the accounts and appointment of the auditor.

9. The Parent Council will meet at least once in every school term.

Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie.

Any two members of the Parent Council can request that an additional meeting be held, and all members of the Parent Council will be given at least one week's notice of date, time and place of the meeting.

If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Parent Council shall be terminated if the majority of parent members agree. Termination of membership will be confirmed in writing to the member.

10. Copies of the minutes of all meetings will be available to all parents of children at Westfield School and to all teachers at the school. Copies will be available from the Secretary of the Parent Council and from the school office.

11. The Treasurer will open a bank or building society account in the name of the Parent Council for all Parent Council funds. Withdrawals will require the signature of the Treasurer and one other Parent Council member.

The Treasurer will keep an accurate record of all income and expenditure, and will provide a summary of this for each Parent Council meeting and a full account for the Annual Meeting. The Parent Council accounts will be audited by the auditor appointed at the previous Annual Meeting.

The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Parent Council.

12. The Parent Council may change its constitution after obtaining consent from members of the Parent Forum. Members of the Parent Forum will be sent a copy of any proposed amendment and given reasonable time to respond to the proposal.

13. Should the Parent Council cease to exist, any remaining funds will be passed to the education authority to be used for the benefit of the school (or schools), where this continues.

Parental Involvement

Communication

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

A school bulletin is sent home once a month, detailing information about school events and activities.

You are invited to comment on the return pro-forma on any aspect of school whether as a comment/suggestion, compliment or concern. These are responded to as and when necessary.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

The school homework diary is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home samples of pupil work for you to see and discuss with your child.

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team, exchanging information about your child's day in Nursery or information from home that you feel is important for the Nursery team to be aware of.

In the autumn term, you will be invited to attend a parent interview. This is a chance to meet and get to know your child's new teacher and to share with him/her, your knowledge of your child and your hopes for his/her progress and any additional support needs/relevant information. At this interview, the teacher will share information regarding your child's personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.

You will receive a written report on your child's progress during the spring term. When requested by either parent or teacher, a follow up or an additional interview will be arranged.

Home / School Liaison

A Home / School diary is maintained to pass information between home and school on a regular basis. For items concerned with educational or care programmes parents should contact the Class Teacher in the first instance or the Head Teacher, where matters of a more complex nature arise.

Meetings to review pupil's progress are held formally each year although interim reviews may also be held at any time as needs arise. There are also two Parents evenings during the session, at the start to review targets and at the end to review progress.

After School Clubs

A Saturday Fun Club for pupils with additional support needs is organised by the Crossroads Caring for Carers voluntary organisation and applications for places must be made via a referral from Social Work. Further details can also be had from the Head Teacher.

After School Clubs run three times a week. Each session is tailored to a specific age group, with the teenage youth club running in the evening from 6.15pm – 8.45pm. Applications to the After School Club can be made through a family Social Worker.

Health Care

Specific school staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, (eg school doctor, school nurse, speech and language therapist etc) working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all school children.

You Can Contact Your School Health Staff At: -

Dr Bruce – Aberdeen Royal Children’s Hospital
Nurse Bruce – Fraserburgh Academy 01346 515771

The Programme of Routine Dental Inspection of School Children

Aberdeenshire Community Dental Service will be inspecting 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. Immediately after the inspection, parents will be informed in writing of their child’s caries (dental decay) risk category. Those children who are not registered with a dentist are invited to arrange an appointment for their child to attend the Community Dental Service for a single course of treatment after which parents are encouraged to register their children with a general dental practitioner. Treatment is undertaken at a clinic or in a mobile dental unit, at a location convenient to the patient. Parents are invited to attend.

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, ie in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents’ behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture.

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as

anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

Illness During the School Day

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

Where pupils have 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 eg severe allergic conditions such as anaphylaxis.

Leaving School

The summer leaving date is on 31st May each year. A pupil whose birthday falls on or after 1st March but before 1st October is deemed to attain 16 on the summer leaving date. The winter leaving date is the first day of the Christmas holiday period. A pupil whose 16th birthday falls on or after 1st October but before 1st March in the following year is deemed to have attained 16 on the winter leaving date.

Transitions between Stages

For some children, the thought of moving onto their next class/teacher can 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 May of each year "step up" time is also arranged where pupils can meet their next teacher and their classmates. 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.

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

Child Protection

"All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount".

Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

Protecting children and young people is a priority for Aberdeenshire Council.

It is everyone's job to ensure that children are kept safe. Schools are required to report any suspected child abuse to appropriate services such as Police Scotland and Social Work.

'Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.'

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

(From the National Guidance for Child Protection in Scotland 2014)

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children with the essential information about protecting children from harm.

Where parents or a member of the public have concerns about the safety or protection of any child they can contact:

The school and ask to speak to the head teacher or a senior member of staff;
Police Scotland by dialling 101 (This number is in operation at all times)
or

The local Social Work Office by dialling one of the numbers below during office hours or if calling during evenings and weekends 08458400070.

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981/01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

For further information please go to the Aberdeenshire Council website www.aberdeenshire.gov.uk .

All Education & Children's Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education & Children's Services Guidelines can be accessed through:

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

Aberdeenshire Council Education & Children's Services **Learning Support for Pupils**

Getting It Right for Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - help us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it right for every child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to;
<http://www.girfec-aberdeenshire.org/what-is-girfec/>

Key Adult

Your child's teacher is generally the person who knows your child best, and as such is your child's key adult, however where significant additional support needs are present, the key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

Support for Learners

Additional Support Needs

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and what intervention support strategies are appropriate and developing support plans as appropriate.

In Aberdeenshire we adopt either single or multi-agency approaches as appropriate to supporting pupils with additional needs. Within Education and Children's Services we have a number of specialist staff who support children and young people including:

Some of the professionals we work in partnership with include: education (Support for Learning, ASPECTS, Sensory Support Service, Intervention and Prevention Teachers, EAL teachers, Pupil Support Assistants, Educational Psychology Services, Community learning and Development); Children's Services (family support workers, social workers); NHS (including school nurses, school doctors, speech and language therapy, physiotherapy,

occupational therapy, mental health services); Police Scotland (police liaison officers); further education (NESCOL); and Third Sector / voluntary agencies.

Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

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.

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of the children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change.

When concerns persist, school staff and the educational psychologist may decide that a more formal meeting would be helpful. If the concern is about an individual child, the school will ask the parent's permission to arrange a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person. Where other agencies are required to help meet a child or young person's needs, the educational psychologist may be involved in any multi agency assessment and planning.

If parents have any concerns about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish.

Further information about the educational psychology service can be found at; <http://aberdeenshire.gov.uk/schools/eps/>

Meeting needs through Enhanced Provision

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. Aberdeenshire Council also uses a Staged Intervention framework to assess and plan for meeting additional support needs through universal, targeted and specialist support. If parents have any questions about their child's additional support for learning, they should discuss these first with the class teacher or Head Teacher.

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher.

Some pupils who have more significant and/or complex needs, and may require support beyond their local school, can be supported flexibly through full-time or blended placement with an Enhanced Provision Centre or Community Resource Hub. There are 17 primary and 17 secondary Enhanced Provision Centres across Aberdeenshire, and one primary and secondary Community Resource Hub (including the former 4 free-standing all through special schools) in each of 9 areas. Access to Enhanced Provision Centres and Community Resource Hubs is via a multi-agency planning process.

For further details contact:

Quality Improvement Manager (Additional Support)
Anne Marie Davies
Education & Children's Services
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel no 01224 664886
Fax no 01224 664615
ELL.Enquiries@aberdeenshire.gov.uk

Identifying and Reviewing Additional Support Needs

In Aberdeenshire the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has Additional Support Need (ASN), and consider if a Co-ordinated Support Plan (CSP) is needed. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

Staged Approach to Assessment & Intervention

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), Coordinated Support Plan (CSP), Managing Accessibility Plan (MAP), Multi Agency Action Plan (MAAP), planning documents and additional input from Support for Learning teachers, other colleagues and/or partnership agencies – this is the level of targeted support described as Stage 1-3 of the Staged Intervention Model.

Looked After Children (LAC) are deemed to have additional support needs unless assessment demonstrates that this is not the case. Schools are expected to establish whether their support needs can be met at the universal stage or require targeted intervention.

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs 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.

Universal Support Level 0

Class level with advice/consultation within school/Support for Learning (SfL)

Stage 1: School Based Action

Targeted Support Level 1

School level with planned SfL Teacher and/or PSA intervention with advice if required from Enhanced Provision/Education & Children's Services (E&CS) specialist services

Stage 2: Education & Children's Service Action (in addition to school-based action)

Targeted Plus Support Level 2

School plus cluster level Enhanced Provision/Education & Children's Services (E&CS) specialist services intervention

Stage 3: Multi Agency Action

Intensive Support Level 3

Intensive Targeted Support: school with Community Resource Hub (CRH) intervention/multi-agency action as required

Individualised Educational Programmes

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

Multi Agency Plans

Where a pupil has support from agencies in addition to education – eg health or social work, it may become necessary to develop a single collaborative plan to support the pupil. These are known as Multi Agency Action Plan. Parents (and pupils where appropriate) will be involved in and consulted upon these plans and they will be reviewed as required.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is made by the education authority in cases where education staff are working together with colleagues from another agency providing significant levels of additional support to a pupil.

What to do if you are anxious about the support your child has in school

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**

Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.

- **Advocacy**

These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

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: 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
15 Frithside Street
Fraserburgh
Aberdeenshire
AB43 9AR
Tel no 01346 512733
Fax no 01346 512810
Email fraserburgh@children1st.org.uk

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

www.sclc.org.uk

Dealing with Concerns & Complaints

Concerns

We understand that parents may have concerns about their child/ren from time to time. We are prepared to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), homework, learning difficulties etc.

Where parents have concerns regarding their child, the class teacher should be contacted in the first instance, as he/she will be the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via a phone call. At times, another professional colleague may be called upon to support you with concerns e.g. school nurse or additional support needs teacher. You will always be consulted prior to any information being shared with other professionals.

You can communicate with your child's class teacher either by putting your concern in writing in the home school diary or in a brief letter or by telephoning the school and arranging an appointment time to talk to him/her. The school

will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the head teacher for further advice.

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Aberdeenshire Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

For further information e mail hrpolicyteam@aberdeenshire.gov.uk

Complaints

Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, e mailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days.

Where complaints remain unresolved by the school, these will be escalated to stage 2 (investigation stage) of the complaints process. In these circumstances the Quality Improvement Officer with line management responsibility for the school or the area Head of Service will investigate the complaint and make a response to the complainant.

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/online/have-your-say/>

Insurance

No insurance is held by Aberdeenshire Education & Children's Services 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.

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.

Section 4

School Improvement

Data Protection

School Improvement

Standards & Quality & Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school's previous year's improvement plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

Improvement Planning

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan.

Parents can access comparative information about all Scottish Schools and their education authorities at www.ltscotland.org.uk/scottishschoolsonline

For further information on national quality indicators go to www.journeytoexcellence.org.uk/about/keydocuments/part3.asp

Transferring Educational Data about Pupils

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.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific

addresses. Data is held securely and no information on individual pupils can or would be published by ScotXed.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

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.

Data Protection Act 1998

When registering your child in one of our schools, and throughout their time in education, you will be asked to provide a range of personal and potentially sensitive information about your child and your family. All information provided by you will be handled in accordance with the Data Protection Act 1998. As such we draw your attention to the following Fair Processing Notice.

Fair Processing Notice

Who may process your personal data?

The information which you provide to your child's school will be processed by Aberdeenshire Council, which is a Data Controller of this information for the purposes of the Data Protection Act 1998. You can tell us at any time if you do not want us to process or share any information that you have previously provided.

What personal data will be collected?

The information which you provide may include:

- Personal contact details
- Employment details
- Child's date of birth
- Physical or mental health or medical conditions
- Income (if applying for free school meals or clothing grants)

For what purposes will your personal data be used?

The information which you provide on the form will be used by Aberdeenshire Council for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)
- Statistical analysis to monitor performance and inform priorities for improvement

Will Aberdeenshire Council disclose your personal data to anyone else?

Yes. Aberdeenshire Council may share this data with partner agencies. These may include NHS Grampian, Skills Development Scotland, or Scottish Government departments such as the ScotXed statistical return and transport providers.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

Your Data Protection Rights

The Scottish Government ensures the collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). This also complies with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how the Scottish Government will use your data. This note can give only a brief description of how data is used. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet the aim of improving the life of young people in Scotland, they may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with their data policy. This ensures that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact:

Aberdeenshire Council Education, Learning and Leisure Service:
01224 664630 or email: education@aberdeenshire.gov.uk

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:

<http://www.educationscotland.gov.uk/parentzone/myschool/schoolinformation/mychildsrecord/>

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.

Section 5

Annual Updates

School Clothing Grants

The School Clothing Grant is only available for children up to the age of 17 years attending an Aberdeenshire school and receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- Support provided under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a school clothing grant for yourself.

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

Can My Child Get Free School Meals?

You can claim free school lunches for your children if you are receiving:

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for free school meals for yourself.

- By email: benefits@aberdeenshire.gov.uk
- In person at one of our Benefit Offices
- <http://aberdeenshire.gov.uk/schools/parents-carers/assistance/free-school-meals/>

Free School Meals for All P1 to P3 Pupils

All Primary 1 to Primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools.

Lunch tickets will no longer be required for these pupils.

For parents or guardians of pupils that have not previously taken lunch in school the current primary school menu cycle and information on primary school meals can be viewed on the school catering web pages at:

<http://aberdeenshire.gov.uk/schools/meals/primary-and-special-school-meals/>

Staff List and Class

Teaching Staff

Mrs Kerri Dalton - Head Teacher	Sue Baxter - Depute Head Teacher
Amanda Hollick - 0 – 3 Nursery Teacher	Nicola Dickens - Class Teacher - Primary
Vacancy - Class Teacher - Primary	Lisa Lyall/Vacancy - Class Teacher – Primary (Job Share)
Shirley Bain - Class Teacher - Secondary	Elaine Buchan/Cindy Craig - Class Teacher – Secondary (Job Share)
Alice Douglas Class Teacher Secondary (Job Share)	Marie Cheyne Swimming Instructor

Non-Teaching Staff

Early Years Practitioners

Alison Bain	Caroline Duthie	Caroline Galloway
Elaine Muir – 0.5	Martine Davidson	Shona Wemyss

Pupil Support Assistants

Allana Slater	AnnMay Conway	Caren Smith – 0.4
Dorothy Beurain – 0.1	Elaine Sim – 0.6	Jacqueline Knox
Karen Slessor	Linda Henderson	Lynne Alexander – 0.8
Marie Smith	Morag Forman	Nikki Humpreys
Norma Bisset – 0.8	Pauline Wisely	Val Robertson – 0.6

Transport - Drivers & Children's Passenger Assistant

Andrew McLeman	Marie Williams	Bruce Taylor	
Elaine Muir	Kathleen Cowie	Linda Henderson	Morag Forman

Kitchen

Janitor

Ann Ruxton - Cook	Nicola Rhind - Catering Assistant	Kevin Ferguson
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Office

Deborah Pirie - Administrator	Ann May Conway - Admin Support Assistant
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Annual Holiday Calendar

Session 2016/17

School Starts on Tuesday 16th August 2016

- **October** – Monday 10th October – Friday 21st October 2016
- **Christmas** – Thursday 22nd December – Thursday 5th January 2017
- **Mid Term** – Monday 13th February 2017
- **Good Friday** – Friday 14th April 2017
- **Spring** – Monday 3rd April – Monday 17th April 2017
- **May Day** – Monday 1st May 2017
- **Summer** holidays start Monday 3rd July 2017

In-Service Closure Dates

- Monday 15th August 2016
- Monday 14th November 2016
- Tuesday 15th November 2016
- Monday 14th February 2017
- Tuesday 15th February 2017

Session 2017/18

School Starts on Tuesday 22nd August 2017

- **October** – Monday 16th – Friday 27th October 2017
- **Christmas** - Monday 25th December – Friday 5th January 2018
- **Spring** - Monday 2nd April – 13th April 2018
- **Summer** - Monday 9th July 2018 – Start of Summer Break

In-service Closure Dates

- 13th & 14th November 2017 – In-service Days
- 13th & 14th February 2018 – In-service Days

Also link to annual holiday calendar–

http://www.aberdeenshire.gov.uk/schools/information/term_dates.asp

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.