



From mountain to sea

Westfield School

Handbook

2017/18



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Introduction to Westfield School

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.

Yours sincerely

Kerri Dalton

Head Teacher

School Contact Details

Kerri Dalton	01346 518699
Westfield School	
Argyll Road	School Website – Westfield.aberdeenshire.sch.uk
Fraserburgh	School Email address – Westfield.sch@aberdeenshire.gov.uk
AB43 9BK	Westfield School – Facebook Page
Parent Council - Westfield.sen.pc@gmail.com	

Adverse weather and emergency closure

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

Information Line 0370 054 4999 – 022770 - (Please do not use this line to leave messages for the school.)

Westfield School is a non-denominational school with a role of Nursery – 15, Primary – 30, Secondary –12. The school serves Fraserburgh catchment area.

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

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 42 full time pupils with 15 nursery children and we support individuals as part of their flexible pathway and pupils with blended placement, attending Westfield School as well as their zoned mainstream school. Mrs Kerri 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.

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.

Our Vision, Values and School Ethos

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.

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

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.

Curriculum

1 1+2 Approach to Language Learning in Aberdeenshire

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

In Westfield School the second language will be Makaton, supported by French. This language will be learned from P1 through to S3.

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

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

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

2 Further Information

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

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Pre-school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

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

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

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

Curriculum for Excellence is the National Curriculum across Scotland for all 3 – 18 year olds- wherever they learn.

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

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)

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.
- Pupils Voice – Pupil’s input in their own multi agency review process, in a way that is meaningful for them.

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.

Work Experience placements can be a crucial part of young people timetables as we aim to support skill development for the world of work.

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 or Employability Scotland.

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.

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, kindness, and respect for others, co-operation and a sense of responsibility. 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.
- 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 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>

Extra-Curricular Activities

After School Clubs

A Saturday Fun Club for pupils with additional support needs is organised by Flexible Childcare Services, a 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.

Assessment and Reporting

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

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 Westfield 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.

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

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

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

'MAKE' where a pupil may have created a model or poster.

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

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

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

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

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

Throughout this time, parents will receive regular updates along with an Annual Report and the opportunity to meet informally and formally with teachers and support staff.

Pupils and staff will work together to maintain their pupil profile which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. This is held within their 2 Simple Profile.

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

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

In the Senior Phase pupils embark on the National Qualifications. Our Secondary pupils will also receive an annual report and opportunity to meet informally and formally with Class Teachers as well as maintain their own profile.

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

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

Transitions (Moving On)

Visit Parentzone for more information about transitions:

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

Transitions between Stages

For some children, the thought of moving onto their next class/teacher can be an anxious time. 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. 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. At Westfield School we embark on the annual transition after Easter holidays. Pupils start to spend time with new staff members with a view to moving for the final month of the session. This means that our pupils should come back, after holidays, to staff, peers and an environment they are familiar with.

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.

3 Admissions

Nursery Admissions

As Westfield Nursery is a 0-3 year Nursery admissions to Westfield Community Nursery are by way of referral. Referrals can be made via Health Visitors and Social Workers. Decisions will be made by a centrally held panel who will assess suitability against a criteria of possible impact, after which our Nursery would contact parents.

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.

4 Placing requests & School Zones

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

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

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

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

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

5 Skills Development Scotland

The Careers advisor for Westfield School is: Elizabeth Bruce (based at Fraserburgh Academy).

The aim of the service is to help pupil's career plans and move smoothly from school to employment, training or further/higher education.

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

For more information about Skills Development Scotland go to:

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

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

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

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

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

<http://dywaberdeenshire.org/>

Support for Children and Young People

7 Getting it Right for Every Child

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

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



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

8 The Named Person

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

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

The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they

live or what age the child is. Acting as a central point of contact, the Named Person can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

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

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

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

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

Here at Westfield School the Named Person for your child/young person is: Kerri Dalton, Head Teacher.

9 Educational Psychology

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

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

10 Enhanced Provision & Community Resource Hubs

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. By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and lift skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs. There is a 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

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

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

Individualised Educational Programmes

Every pupil at Westfield School has an IEP. 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 reviewing targets held on IEP each term.

Multi Agency Plans

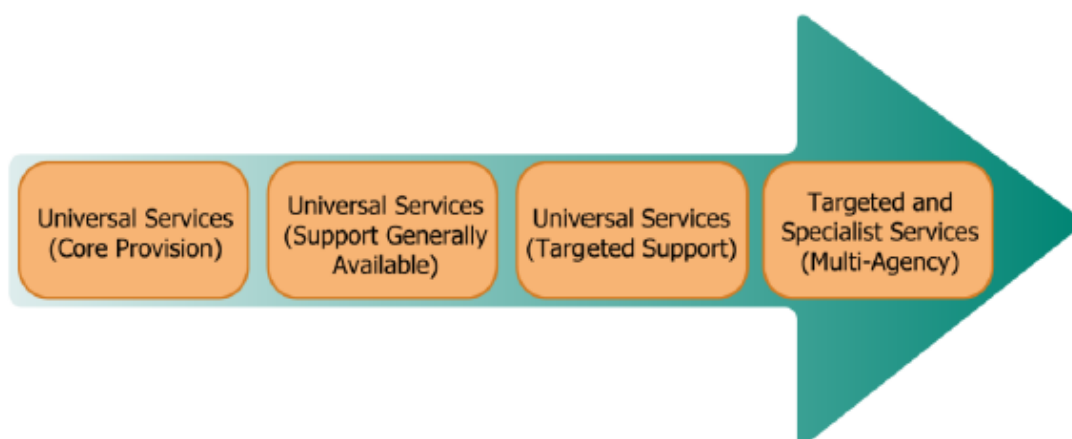
Where a pupil has support from agencies in addition to education – eg health or social work, it may become necessary to develop a single collaborative plan to support the pupil. These are known as Multi Agency Action Plan. Parents (and pupils where appropriate) will be involved in and consulted upon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

11 The Child's Plan

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



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

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

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

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

Information is available on the Aberdeenshire Getting It Right Website:

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

12 Child Protection

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

Within Westfield School we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to refer the child to Social Work, the Police or the Children's Reporter. Here at Westfield School the designated officers are: Kerri Dalton, Head Teacher and Sue Baxter, Depute Head Teacher.

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

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

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

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

13 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right For Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire

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

Parent & Carer Involvement

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

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

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

Assessment and Planning

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

14 Our Parent Forum & Working with you as partners

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

15 Communication

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

- Use of Groupcall to text and email
- School Website
- Social Media
- Newsletters
- Events
- Open days/mornings/afternoons
- 2 Simple Profiles
- Home/School Diaries

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

16 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people's learning by providing

guidance along with support programmes or events where you have the opportunity to learn together with your child.

Home / School Partnership

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.

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.

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

17 Volunteering

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

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

18 Learning at Home

We are keen to share in and celebrate your child's achievements within the school setting. Please share these via the diary or in photos form or certificate.

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.

19 Decision-making and Developing Services

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

Our Parent Council, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson Kelly Craigon, or Head teacher for more information about getting involved in the Parent Council or email: Westfield.sen.pc@gmail.com.

Constitution for Westfield School Parent Council

1. This is the constitution for Westfield School Parent 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.

30 Parent & Carer Involvement

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.

20 Collaborating with the Community

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

School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website.

All Aberdeenshire Council Education policies can be found here:

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

21 Attendance

The school follows the Aberdeenshire Attendance Policy:

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

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

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.

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.

22 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/>

Playground Information

Primary 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, 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. If it is appropriate for your child to walk home independently school will agree this with parents/carers on an individual basis.

23 Westfield School Dress Code

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 our Westfield Logo embroidered, 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 below.

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.

24 Clothing Grants

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

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

25 Transport

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

An escort will accompany the children on the school bus. In order to make the school bus run progress as smoothly as possible please use the home/school diary to pass on messages to school staff or contact the school directly.

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.

26 Special Schools and Enhanced Provision

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

27 Privilege Transport

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

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

28 Early Years Transport

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

29 School Closure & Other Emergencies

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

If children are at school...

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

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

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by email, post information on Facebook and send out a group text. On these occasions we would require a response via email to let us know you have received the message. If this is not possible the school will contact your named 'emergency contact'. No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

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

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

Before the start of the school day...

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

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

Northsound 1

FM 96.9

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7 MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4

Waves Radio

FM 101.2

Original 106 FM

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

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

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

School Information Line

Tel: 0370 054 4999 then 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.

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.

30 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 as transport runs will have departed.

31 Storm Addresses

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

32 Change of address and Parental Contact Details

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

33 School Meals

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

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

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

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

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

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

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

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

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

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

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

34 Healthcare & Medical

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

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

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

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

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

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

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

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

Flu vaccinations are also provided for Primary children.

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

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

Please find our Medication Policy here:

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

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.

35 Exclusion

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

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

36 Educational Visits

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

37 Education Maintenance Allowance

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

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

38 Comments, Compliment & Complaints

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

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

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

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

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

39 Support for parents/carers

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03

Email: info@enquire.org.uk

Website: www.enquire.org.uk

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:

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

Independent Mediation Services

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

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

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

www.sclc.org.uk

40 Insurance

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

Aberdeenshire Education & Children's Services does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

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

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

41 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).

42 Data we hold and what we do with it.

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

43 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.

44 Parental Access to Records

SAR - Subject Access Request information

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific

department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

<https://ico.org.uk/for-the-public/personal-information/>

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

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

45 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.

46 Information Sharing

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

47 Freedom of Information

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

Appendix

School Improvement Plan

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

School Events Calendar & holidays

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

Please also find a link to the annual holiday calendar:

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

Map of school area

