



SCHOOL HANDBOOK SESSION 2016/2017

School Session Dates 2017/18

Tuesday 22 August – Friday 13 October 2017

Monday 30 October – Friday 22 December 2017

Monday 8 January – Thursday 29 March 2018

Monday 16 April – Friday 6 July 2018



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

Westhill Academy
Hay's way
Westhill
Aberdeenshire
AB32 6XZ

Telephone 01224 740111
Fax 01224 743163
E mail westhill.aca@aberdeenshire.gov.uk
Information Line 0870 0544999 (Pin No. 021150)
Website www.westhillacademy.org

Dear Parent,

Welcome to Westhill Academy. I hope that our partnership over the coming years will be productive and positive and that your child will benefit from their time here. Both the school and parents have a very important role in education. The school handbook explains what you can expect of the school and also indicates what the school may expect of you in the way of partnership, help and support.

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

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

I look forward to working with you.

Yours sincerely

Derek A Thompson

Head Teacher

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

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

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Section 1

General School Information

SCHOOL CONTACT DETAILS

Head Teacher: Derek A Thompson. (As Derek Thompson is also Convener of the General Teaching Council of Scotland **Jason Fitzgerald** is Head Teacher when he is not in school.)

School Name: Westhill Academy

Address: Hay's Way, Westhill, Aberdeenshire AB32 6XZ

Telephone Number: 01224 740111(You can leave a message on this line.)

Website: www.westhillacademy.org

Email Address: westhill.aca@aberdeenshire.gov.uk

Type of School – Westhill Academy is a secondary school.

Present Roll: 768.

Denominational Status: – Westhill Academy is a non-denominational school.

The school does not teach by means of the Gaelic Language.

All Aberdeenshire Schools are **Co-educational**, providing education for both boys and girls.

Information Line 0870 054 4999 (Pin No. 021150) (Please do not use this line to leave messages for the school.)

Adverse weather and emergency closure -

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/> Please also see the school website for further information regarding adverse weather and emergency closures. (www.westhillacademy.org)

Local Area Education Office

Queen's Road
Stonehaven
AB39 2QQ
Tel: 01569 766960
Fax: 01569 768489

Quality Improvement Officer

Alison Reid
Contact through the Area Office

Head of Service

Vincent Docherty
Contact through Woodhill House

Contact details for the Director of Education, Learning and Leisure

Mrs Maria Walker
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
01224 665420

Westhill Academy Background Information

Westhill Academy is situated approximately 6 miles west of Aberdeen, just off the A944, Alford road. The school opened for pupils in August 1979 to serve the rapidly growing commuter town of Westhill, which is still expanding and has a current population of approximately 10,500. The catchment area is mostly relatively new private housing along with pupils from the surrounding rural area including Kirkton of Skene. The school has four main associated Primary Schools – Crombie, Elrick, Skene and Westhill.

The roll for session 2015/2016 is approximately 780, giving a staffing figure of just over 63 FTE. The school opened an SEN Base in January 2000 giving additional staffing, along with current Additional Support Needs staffing of around 5 FTE.

The Academy has an active Parent Council. Many links are also established through our Community Wing, which is used by various groups including under fives to over fifties. This provides a valuable community mix to the benefit of all.

As well as outstanding academic performance, Westhill Academy offers a wide range of extra-curricular activities. In addition, we place a great deal of emphasis on supporting young people and helping them take responsibility for their actions. I trust this handbook conveys the achievement of the pupils and provides clear information to parents.

VISITS OF PROSPECTIVE PARENTS

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

School Catchment Area, Admissions/Enrolments

Please note that children who live within the school catchment zone are automatically entitled to a place in school. Please use the link below to the school zone map to check whether or not you live within the Westhill Academy catchment.

www.aberdeenshire.gov.uk/local/map.asp?type=school_area&id=151087059

If you live outwith the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to seek admission to the school. The main point to note is that out of zone admissions are not guaranteed and pupils out of zone are not entitled to free transport. They are also not guaranteed a place at Westhill Academy and parents would need to submit a further placing request before transition to S1.

Further information is available in *Notes for Parents Aberdeenshire Council*

www.aberdeenshire.gov.uk/parentscarers/information/NotesforParents2012.pdf

ORGANISATION OF THE SCHOOL DAY

School Hours 9.00 am to 4.00 pm.

The day is organised as follows:

Tutorial/Registration	9.00 – 9.10 am
Period 1	9.10 – 10.30 am
Period 2	10.45 - 12.05 pm
Period 3	1.05 - 2.25 pm
Period 4	2.40 – 4.00 pm

This means breaks are	10.30 – 10.45 am and 2.25 – 2.40 pm
Lunch time is	12.05 – 1.05 pm

SCHOOL DRESS

Westhill Academy respects the individual

What we choose to wear is a statement about ourselves. In what we wear, we also have the opportunity to show our concern for the rights and feelings of others. Finding the balance between our own wishes and the effect we have on others is a good indication of how grown up we are. School hoodies with the school crest can be ordered if pupils and parents **wish** to purchase them and wear them in school.

A major difficulty young people have is the influence of other children upon what they should or should not wear. Coping with what can be afforded, and not being prey to ever changing fashion, are skills which young people have to learn. Our Social Education programme for pupils will assist with this. If you are having issues with what your child is choosing to wear please inform the Principal Teacher of Guidance, who will do their best to help you by working with the pupil to make and stick to a reasonable decision and not be vulnerable to other pupils' comments.

When deciding what to wear to school, the following dress code must be adhered to, on grounds of health and safety:-

- a] what I wear on the way to and from school is sensible for the weather, visible to motorists, and does not impede my vision.
- b] what I wear will be safe for all activities in school.
- c] what I wear is clean and tidy.
- d] what I wear will not cause offence to others.

I am aware that if I break the above dress code

- i. I will be spoken to by staff.
- ii. the discipline system may be used.
- iii. I may be removed from a class.
- iv. my parents/guardians may be involved.

Some families may be entitled to a school clothing grant. More information can be found at:

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

VALUABLES

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

If pupils bring electronic games, mobile phones, lap tops etc. or other expensive items into school they do so at their own risk. Although staff will do their best to help pupils find any lost items they cannot be held responsible for loss unless they were given to us for safe keeping.

SCHOOL EQUIPMENT

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

Children will also require a school bag to carry their belongings and equipment to and from school. The school has only a limited number of lockers available, at a rental charge, to third years and above.

ARRIVAL AT SCHOOL

Pupils should generally not arrive at school more than 30mins before the start of the school day (i.e. 8.30 am). Pupils will be allowed into the building but not into classrooms. School transport will not drop off pupils more than 20mins before the start of the school day. For security the outer school doors are generally locked once pupils are inside school.

SCHOOL OFFICE

The school office is manned from 8.30 am – 4.30pm Monday to Friday. For opening hours during the holiday periods see the school website.

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, and certainly within 24 hours.

Any visits to the school in person should be made through the main entrance (see map/plan at back of book). 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.

SCHOOL MEALS

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

Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. These can also be found by following the link below.

<https://www.aberdeenshire.gov.uk/schools/meals/secondary-school-meals/>

For current school meal charges please check on the webpage noted above. The school now has a cashless catering system based on the National Entitlement Card explained below.

NATIONAL ENTITLEMENT CARD

Aberdeenshire Secondary School pupils currently use the National Entitlement Card to access their School/Public library and to purchase school meals. Pupils can also use this same card to access discounted travel across Scotland <http://young.scot/discounts/young-scot-card/save-money-on-travel/> and to obtain additional benefits through the Young Scot scheme <http://young.scot/>

To obtain a National Entitlement Card, your child(ren) will be asked to complete an application form and have their photograph taken. We will arrange to take photographs either when your child(ren)'s Primary 7 class visits their chosen Secondary School or during your child(ren)'s first couple of weeks at that School. If your child(ren) already has a National Entitlement Card, please let us know.

The information from the application form will only be used in the administration of the National Entitlement Card scheme i.e. generating cards, making future personal amendments like change of address, and to allow new services to be added when they become available.

It is now possible to load money onto a pupil's cashless catering card by visiting the Aberdeenshire website. Go to <http://onlinedev.aberdeenshire.gov.uk/schools/meals/cashless-catering-in-secondary-schools/> and follow the instructions. Payments should arrive on the card in less than one hour!

Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by

including an ice pack where necessary. Packed lunches can be eaten in the Dining Hall.

Children who require Medically Prescribed or Modified Diets, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to accommodate these diets by parent/guardian completing

Admission Form D available from the School Office.

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

Some pupils may be entitled to free school meals.

BREAKS

The canteen is open at both morning and afternoon break. Pupils can purchase a variety of snacks and drinks.

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 and 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 CODE

The government, Aberdeenshire Council, the school, and its parents rightly regard regular attendance by pupils at school as of crucial importance for continuity of learning and teaching, to reduce the chance of misbehaviour and help raise attainment and achievement.

ABSENCE FROM SCHOOL

1. Please always provide the Tutor with a note to explain an absence on the **day of return**.
2. Pupils with dental or other appointments should bring a note or appointment card before the event. **All absences** require a parental explanation and this includes medical, dental, orthodontic and ophthalmic appointments. Pupils will greatly benefit if they are removed from the school for the duration of the appointment only. Please note that some appointments [e.g. hair appointments] are not acceptable reasons for a pupil to be absent from school. If pupils arrive late or have to leave and return to school during the school day they must sign in and out of school at the school office at the main entrance.
3. Holidays - The law requires parents to ensure school age children are provided with education. Where attendance is unsatisfactory, schools are required to refer the matter to the Reporter of the Children's Panel.

Absence can only be authorised, by the school, in certain limited circumstances:

- sickness
- emergency medical/dental treatment
- bereavement
- short-term exceptional domestic circumstances (see below)
- religious observance
- meetings prior to and in court
- meetings in connection with Children's Hearing or Care Review
- wedding of immediate family
- sanctioned absence in relation to children of travelling families
- agreed productions/events

Family holidays cannot be authorised by the school (see below). There are exceptional cases where extended leave with parental consent is allowed. These include:

- extended overseas educational trips not organised by the school
- short-term parental placement abroad
- family returning to country of origin (for exceptional reasons)
- leave in relation to children of travelling people

Exceptional domestic circumstances:

- the period immediately after an accident
- a period of serious/critical illness to a close relative
- domestic crisis causing temporary relocation

Unauthorised absences include:

- unexplained absences
- truancy (unauthorised absences for any period as a result of action on the part of the pupil, the parents or both) – e.g. to attend a concert etc.
- most family holidays in term time (see below)

Family Holidays: The advice we now have clearly indicates we cannot authorise family holidays taken during term time as a result of:

- cheap flight availability
- availability of desired accommodation
- in response to poor weather during school holidays
- parental difficulty in obtaining leave at other times
- extending/overlapping into the school session at the beginning or end of a term

The only time we can authorise a family holiday is if it is judged to be exceptional circumstances - e.g. following serious illness, bereavement or other traumatic event)

Parental Requests: when parents submit requests in good time, we can advise you, in advance, if an absence will be authorised or not. The advice we have states **“where the school’s prior agreement has not been sought, the absence should automatically be classed as unauthorised”**

If we are unsure of the whereabouts of a pupil (e.g. a parent has not requested absence) the school is expected to promptly inform the appropriate authorities.

- **Requests for absence to be handed to the appropriate tutor in good time**
(if possible, at least two weeks before the requested date)
- **Reasons for the request to be clearly and fully set out**

For your information, holiday dates can be found in the Homework diaries, on the Aberdeenshire Council Website, on the Westhill Academy Website and as an insert in the Parent Council Facebook page and Twitter account.

4. No pupils should leave the school to go home during the school-day [other than at lunch-time] without permission from us, as, for safety reasons, we have to ensure that there is somebody at home. If pupils feel unwell they **must** report to the School Office at the main entrance where one of the office staff will call their parents.
Under no circumstances should pupils telephone their parents themselves. If pupils arrive late or have to leave and return to school during the school day they **must** sign in and out of school in the school office to record their times of arrival and departure having first been granted permission to do so.
5. We have no right to stop pupils going home or out of school, including to the local shops, during the lunch-hour. However, we expect them to exhibit a high standard of behaviour whilst in the community.
6. Pupils who are continually late for school have to pay back the time via the school's discipline system. Persistent absence can lead to legal proceedings against parents/guardians.

Please also note that there are local bye-laws governing the employment of children outwith school hours, and forms from Principal Teacher of Guidance have to be completed and signed. Again there is national concern about such children being too tired when at school to concentrate on their work. Please watch this potential problem with care.

We have always taken attendance very seriously and follow up every absence. We are pleased with our pupils' attendance in general, and with the system we have in place to ensure that high standard continues. There is a clear correlation between excellence of attendance and excellent standards of academic attainment and achievement.

MEDICAL ISSUES

If your child has particular medical requirements, including the regular carrying or use of medicines, these should be discussed with your child's Principal Teacher of Guidance. If your child is taken ill at school, he/she **must** report to the school office. We will then contact you to arrange for her/him to be taken home. We will contact your emergency contact if we cannot reach you. Under no circumstances will a sick child be allowed to go home unaccompanied. They will be kept comfortable in school until an adult can come to collect them. The School Nurse and/or First Aid Assistant will contact you regarding any medical concerns we may have.

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.nhs24.com about exclusion policies for infectious diseases.

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

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

Parental Role

We would like you to:

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

Also:

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

For further information see the “**Adverse Weather**” section on the school website

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

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. However we try to make a decision before 7.00 am for any type of closure.

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 after your child has gone to school please contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

SECONDARY SCHOOLS

Because of the large number of pupils in Secondary Schools, it is impossible to inform all parents in advance of emergency closures and schools may dismiss pupils without first contacting parents.

Individual schools will let parents know of any local arrangements.

Information will always be available as quickly as possible through both the Aberdeenshire and Westhill Academy websites

What education might my child be missing?

Some parents and pupils worry that important examinations or work is missed because the school is closed or conditions make it difficult to attend. Nevertheless the **safety and welfare of children must take precedence** when making judgements about travelling to school in bad weather.

Arrangements can be made for lost time to be made up and examinations can be rearranged. The school website has information for senior pupils about such situations in the **“Learning at Home”** section.

FURTHER INFORMATION

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 15 minutes from our website:

Northsound 1

FM 96.9Tel: 01224 337000

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4Tel: 01467 632878

Waves Radio

FM 101.2Tel: 01779 491012

Original 106 FM

Tel: 01224 293800

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: 0870 054 4999 then 021150. If you cannot get through first time, please **do not** put this number on redial. This will only lead to the line being busier.

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

USEFUL CONTACTS

Public Transport Unit (9am – 5pm) 01224 665194

Education Offices (9am – 5pm)

Banff – 01261 813340

Fraserburgh – 01346 515303

Peterhead – 01779 473269

Inverurie – 01467 620981

Stonehaven – 01569 766960

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.

PARKING

Parents/guardians are requested to use the visitors' parking area. Pupils who walk to school should take care crossing surrounding roads and the main drive. Children must not walk through the school car parks to gain entry to the school.

TRANSPORT

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. Free School Transport may also be provided for children with additional support needs. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport.

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/publictransport/schooltransport/index.asp>

Section 2

Curriculum and Assessment

SCHOOL ETHOS

Westhill Academy's Aims and Statement of Values communicate our philosophy and beliefs for Westhill School Community.

OUR VALUES

Westhill Academy values

- each individual equally
- working with and helping others
- working with parents, guardians, and all educational services
- hard work, perseverance, and learning from error
- everyone's potential for lifelong learning
- education's contribution to the development of society and the individual
- interesting, enjoyable, and creative education
- active participation in decision making
- helping leavers to find a place in the world

OUR AIMS

- To provide and deliver a balanced curriculum for all pupils giving breadth and progression.
- To encourage each pupil to maximise their attainment in all areas.
- To provide a stimulating learning environment by careful planning, a variety of learning and teaching approaches, through differentiation and appropriate assessment and reporting.
- To provide for the emotional, physical and social needs of pupils in a caring and supportive environment.
- To give pupils and staff a sense of identity and pride by creating a welcoming ethos where all are included.
- To use all available resources effectively to create a safe and secure environment for the maximum benefit of all pupils and staff.
- To lead and manage the school effectively for the benefit of pupils, staff and parents.

(Our aims and values are continually under review)

BEHAVIOUR MANAGEMENT

We place great emphasis upon good behaviour. It is an essential part of each pupil's education as an individual and in their relationships with others. Through positive participation and commitment, the highest standards of behaviour are expected from pupils in all aspects of school life. Pupils are encouraged to see how positive behaviour benefits them, through the establishment of specific pupil rights and responsibilities, which are shared and understood by all in the school community. This information is communicated to pupils via the Personal and Social Education (PSE) programme, the assembly programme, the school website and other relevant channels.

We have a simple approach to standards and rules. Everyone is expected to act in a responsible manner and take responsibility for their actions.

Our three main rules or principles are:

- a) **Be safe.**
- b) **Help learning and teaching.**
- c) **Consider all others.**

As a school we have taken the decision not to issue a huge list of prohibited actions and instead ask that our pupils adhere to the 3 main principles above in judging what is, and what is not, acceptable behaviour. We expect pupils to follow the school rules and take responsibility for their actions.

Summary of the Behaviour Management System

The system is based upon the school and parents/guardians working together at all stages in order to help pupils to learn to behave well.

Pupils at Westhill Academy generally behave well and many never receive a discipline form. Those who do generally learn from this and ensure their behaviour improves. Only a few pupils accumulate multiple forms or misbehave in ways which require more serious steps to be taken. The system places emphasis on pupils taking responsibility for their actions and behaviour.

Where staff feel the need to refer a pupil they also take appropriate actions to help improve pupil's behaviour. The principal means include: speaking to pupils about their behaviour; detaining them; asking them to reflect on their behaviour, perhaps in writing; advising them on coping strategies.

Where a pupil's behaviour does not improve, or are in serious breaches of discipline (e.g. bullying), incidents are referred to senior staff. Actions arising may involve convening a meeting with parents, imposing detention after-school, close monitoring of the pupil's behaviour, withdrawal from a class (occasional) or referral to the Head Teacher to consider exclusion from school.

Throughout the process, at all stages, the classroom teachers and Guidance teachers will counsel the pupil. Parents/guardians receive a copy of every discipline form and are asked to help us help their child to behave well in school.

Prior to receiving a discipline referral form, every effort is made to warn and advise the pupil about good conduct. The following list summarises the disciplinary system beyond these initial efforts:

Step 1: Teachers complete a referral form and take action to try and help the pupil to behave well.

Step 2: Teachers refer the pupil but feel the matter requires to be dealt with by a more senior member of staff, usually the Principal Teacher of the faculty where the pupil is misbehaving. This Principal Teacher will be involved with the class teacher and the pupil to help him/her to behave well.

Step 3: Teachers and/or their Principal Teacher refer the matter to a member of Senior Staff usually a Depute Head Teacher. The Depute Head Teacher will work with Guidance staff, subject staff and parents to ensure pupils learn to behave well. Pupils and parents will be advised of the pre-exclusion stage 4 and exclusion stage 5 verbally and in writing.

Step 4: The matter is referred to the appropriate Depute Head Teacher in their Year Head role. This is a pre-exclusion stage at which the pupil and parents will be advised verbally and in writing of procedures and consequences of step 5.

Step 5: The matter is referred to the Head Teacher who will exclude the pupil for a period of up to 7 calendar days. This may be short term or conditions may be set for their return. If on his/her return there is a continuation of misbehaviour, the Head Teacher may ask Aberdeenshire Council not to re-admit the pupil to Westhill Academy.

Parents/guardians can discuss any referrals with the pupil's Guidance Teacher or the Pupil Support Depute at any stage above. We hope pupils learn from their mistakes and improve, if so, they will be given credit. The Pupil Support Depute is involved in this process to provide support and suggest strategies to improve behaviour.

Note: for serious incidents, a referral at Step 4 or 5 is possible without any previous misbehaviour.

EXCLUSION

Where pupils repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and/or 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:

<https://www.aberdeenshire.gov.uk/media/3849/guidelinesforexclusion.pdf>

BULLYING

Success in producing a happy and helpful school depends upon the day-to-day actions and thoughts of each of us. By far the greatest cause of unhappiness in any school can be the nastiness of pupil to pupil. This can happen in a variety of ways including verbal comments, physical conflict or, increasingly, through the internet and social networking sites. Nothing can stop that happening from time to time. However, where unhappiness is caused between pupils and they and/or you inform us, we will always do our best to help. Bullying is a very dangerous form of misbehaviour. If hidden, its consequences can be devastating. In school, we have systems in place to look for any signs of bullying and to deal with it swiftly. These systems are discussed and agreed by pupils in PSE. Fortunately, most pupils most of the time enjoy school. Where they do not, we are determined to overcome any problem. Please help us to do so if you have concerns by getting in touch immediately with the Principal Teacher of Guidance in the first instance.

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.

CURRICULUM

A Curriculum for Excellence

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

Principles for Curriculum Design

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

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

Curriculum Entitlements

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

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

In the Broad General Education (S1 – S3) 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 areas 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 focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

SCHOOL POLICIES

School and authority policies are regularly reviewed and updated to reflect Curriculum for Excellence requirements. Current school policy is available on the school website; www.westhillacademy.org

Curriculum for Excellence is structured into different levels.

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes. (Broad General Education.)
Senior Phase	S4 to S6, and college or other means of study.

In Curriculum for Excellence years S1 to S3 are described as the **Broad General Education** and years S4 – S6 as the **Senior Phase**.

FIRST YEAR CURRICULUM

August 2010 saw the introduction of changes to the first year curriculum in line with the Curriculum for Excellence. These changes to the entire curriculum were completed in session 2015/16 when the August 2010 S1 intake will leave at the end of S6. This includes complete introduction of the revised qualifications.

From August 2010 first year pupils have studied the following:

Faculty	Curricular Areas, Subjects	Time Allocation
Language	: English	: 200 minutes
	: Modern Language – French*	: 160 minutes
Mathematics	: Mathematics	: 200 minutes
Science	: Interdisciplinary Science	: 160 minutes
Humanities	: Interdisciplinary Social Studies including Geography, History and Modern Studies.	: 160 minutes
	: Religious and Moral Education	: 80 minutes
Art, Design and Technology	: Art/Technical	: 160 minutes
Business Education/ICT	: Computing/ICT	: 80 minutes
Performing Arts	: Drama/Music	: 160 minutes
Health	: Home Economics	: 80 minutes
	: Physical Education	: 80 minutes
Personal & Social Education	: Social Education with Guidance Staff	: 80 minutes

The above first year curriculum builds from the work done in primary schools providing curricular progression for pupils to maximise attainment.

First Year classes are mostly from a mix of achievement and from a mix of primary schools. In Mathematics, pupils are banded based on their primary school achievements.

All first year pupils study French. In third year we give all pupils a “taster course” of at least one other language in addition to French.

SECOND YEAR CURRICULUM

Each pupil will take the following courses weekly:-

From August 2011 second year pupils have studied the following:

Faculty	Curricular Subjects	Areas,	Time Allocation
Language	: English		: 200 minutes
	: Modern French.	Language –	: 160 minutes
Mathematics	: Mathematics		: 200 minutes
Science	: Interdisciplinary Science		: 160 minutes
Humanities	: Interdisciplinary Studies including Geography, History and Modern Studies.	Social	: 160 minutes
	Religious Education	and Moral	80 minutes
Art, Design and Technology	Art/Technical		: 80 minutes
Performing Arts	: Drama/Music		: 80 minutes
Health	: Home Economics		80 minutes
	Physical Education		: 160 minutes
Personal & Social Education	: Social Education with Guidance Staff		: 80 minutes
Short Courses	These cover Skills for Life, Work and Learning for 9/10 double periods over a 5 week block with 8 courses in total.		160 minutes.

Please note that Second Year classes are mostly from a mix of achievement and from a mix of primary schools. In Mathematics, pupils are banded based on their first year performance. In third year we intend to give all pupils a “taster course” of at least one other language in addition to French.

THIRD YEAR CURRICULUM

From August 2012 pupils have studied subjects as shown below:

Faculty	Curricular Subjects	Areas,	Time Allocation
Language	: English		: 200 minutes
	: Modern Language – French and a “taster” of another language		: 160 minutes
Mathematics	: Mathematics		: 200 minutes
Science	: Science. One third of the year each on Biology, Chemistry and Physics		: 240 minutes
Humanities	: Social Studies. Pupils choose to study 2 of Geography, History and Modern Studies.		: 160 minutes
	Religious and Moral Education		80 minutes
Art, Design and Technology	Art/Technical		: 160 minutes
Media Studies	: This covers both Media and Business Education.		: 80 minutes
Performing Arts	: Drama/Music		: 80 minutes
Health	: Physical Education		: 160 minutes
Personal & Social Education	: Social Education with Guidance Staff		: 80 minutes

Please note that third Year classes are mostly from a mix of achievement and from a mix of primary schools. In Mathematics and Science the third year pupils are banded based on their second year performance.

These courses complete the Broad General Education and prepare pupils for the Senior Phase of S4/5/6.

THE SENIOR PHASE – S4/5/6.

The Senior Phase is when pupils engage with National Qualifications. During S3, S4 and S5 pupils will make choices of study along with core subjects.

In S4 pupils will study 4 chosen subject courses in addition to Maths and English usually at National 3, 4 or 5 level. They also study one period per week of PE, PSE and RMPS.

We welcome back all levels of achievement and qualification from Fourth Year into our Fifth Year, and from Fifth Year into Sixth Year, provided that entrants have a clear purpose to work hard, make a positive contribution to the school and can meet the entry requirements for courses.

In S5 pupils will study 5 courses selected from both National courses and Higher. Normally entry to Higher Grade classes will follow a pass at National 5 in S4.

In S6 pupils study a minimum of four courses selected from National, Higher and Advanced Higher. Access to Advanced Higher courses is restricted by the Scottish Qualifications Authority to pupils with a grade C or above in Higher courses.

Most courses in Fifth and Sixth Years will be allocated either 200 or 240 minutes per week of teaching-time, and a further 40 minutes for study. In order to increase pupil choice some courses may be delivered in a more flexible way. Courses usually commence at the start of June. There will be increased homework [including regular revision-work].

All Fifth and Sixth-Year pupils will have some unallocated time per week to enable them to learn how to exercise responsibility for organising their own studies. At least 120 minutes per week will be allocated to Fifth and Sixth Year pupils for this purpose. They may do this work at home, if they wish, provided they are over 16 years of age.

The bulk of the Fifth and Sixth-Year curriculum is freely chosen but contains a compulsory Personal and Social Education course of 40 minutes per week taught by the Principal Teachers of Guidance. We recommend strongly, however, that pupils continue with English and Mathematics.

Detailed course-descriptions, are available on the school website, (www.westhillacademy.org) and choice-of-course forms will be available to Third, Fourth and Fifth Year parents in the Spring Term for following Session. Parents will be invited to Information Evenings concerning selection of courses, the work in the session ahead and the structure of the revised qualifications.

The range of courses we offer tries to maximise choice but will finally be dependent upon what we can “afford” from our staffing and accommodation resources. We will assist parents and pupils to find alternative provision via part-time attendance at another school or evening class if we cannot provide a subject that is essential. At present sixth year pupils can also study Higher Psychology through an evening class in the school, take Open University units/courses through the YASS (Young Applicants in Schools Scheme) and study Higher Dance through Aberdeen Danscentre.

EDUCATIONAL VISITS

We offer various educational visits during the course of the school year. We believe that ‘hands on’ experiences greatly enhance a child’s education, while also helping to make the necessary links between learning in school and life out of school. Staff members provide supervision to standards laid down by Aberdeenshire Education Learning and Leisure. We give parents as much notification as possible with regard to visits that affect their child. Due to financial constraints parents will be asked to contribute to the cost of these trips. Support may be available if required.

Revised Scottish Qualifications from 2013/14.

The table below shows the revised Qualifications Framework which has been in operation since session 2013/14.

- SCQF Level 1 **National 1** (Formerly Access 1)
- SCQF Level 2 **National 2** (Formerly Access 2)
- SCQF Level 3 **National 3** (Formerly Standard Grade Foundation/Access 3)
- SCQF Level 4 **National 4** (Formerly Standard Grade General/Intermediate 1)
- SCQF Level 5
Credit/Intermediate 2) **National 5** (Formerly Standard Grade)
- SCQF Level 6 **Higher** (As at present)
- SCQF Level 7 **Advanced Higher** (As at present)

From session 2015/16 all qualifications moved onto the revised courses at all levels – National, Higher and Advanced Higher.

LEARNING AND TEACHING

At Westhill Academy we try to give priority to each pupil as a unique individual, we have devised a system of Learning and Teaching which recognises the pupil's individuality, continuously encouraging and pushing each pupil to meet their own full potential. Part of that recognition is also our understanding of what each individual learns from working effectively with other people. All of which supports and prepares the young people for life beyond school.

Thus we try to ensure a variety of active learning approaches by:

- paired and group work
- whole class-discussion
- full use of information technology, audio-visual resources and practical work
- the traditional teacher led lesson
- pupil presentations
- giving pupil's ownership of their own learning
- monitoring target setting and reviewing learning goals
- outdoor learning
- the gradual development of independence of learning

Our Learning and Teaching approaches aims to develop the young people's transferable skills that will take them through the classroom and beyond, to ultimately being part of Scotland's Young Workforce, some of the skills we are developing across the curriculum are – communication and interpersonal skills, problem solving, using initiative, being self –motivated, meeting deadlines, organisational skills, team work, adaptability, literacy, numeracy, valuing diversity and developing negotiation skills.

We offer in most classes large units of teaching time of 80 minutes. These long meetings with a class provide a very direct connection between the theoretical and practical elements of a subject, and the chance to deal with pupils individually. This also encourages thorough planning by teaching staff.

The school is currently reviewing our Learning and Teaching Policy and all staff are involved in a professional learning initiative called Tapestry designed to enhance classroom practice.

HOMEWORK

In our Learning and Teaching section, mention was made of our aim to develop gradually in each of our pupil's independence of learning. Although this aim is largely met in the classroom, it is also crucially helped by homework. Homework is most effective when home and school work in partnership to support the young people.

Although each subject gives homework, please bear in mind, however, that frequently it won't be of the reading, writing, or mathematical type that we may have been accustomed to in the past. For example, it might be a drawing research for Art or listening to a piece for Music, etc. Nor will it necessarily conveniently fit a separate, once-per-week format. For example: Social Studies might ask for a Project, requiring work to be spread over four weeks; or Foreign Languages might ask for ten minutes per evening for practicing pronunciation; and so on.

In S1-3, there will be between approximately 30-45 minutes, per subject per week. In the senior phase, S4-6, the amount of homework will increase as the demand of the courses intensify.

The best approach for most subjects is to do the homework for the subjects of any given day on the day it is issued, so that it is fresh in the mind - and if any problems develop, there is time to see the teacher long before the work is due in. It is important pupils plan their homework to ensure deadlines are met. Homework diaries are provided to help pupils with their planning. Any problems in organising homework should be discussed between pupil and Guidance Teacher in the first instance.

ASSESSMENT AND REPORTING

Each pupil arrives from their primary school with a Profile Folder and a Profile completed in Primary 7, although much information is now transferred electronically. This provides basic information about, emergency-contacts, and a copy of previous Progress Reports to Parents. All teaching staff are encouraged to make use of the information

Every Session, the staff produce a written report for you on the progress of your child in each subject area. These reports highlight the positive aspects of your young person's performance as well as giving constructive comment for improvement. The teacher identifies which of the course-objectives have been reached, ability to work in groups, ability to cope with class lessons, neatness, spelling, punctuation, number-work [if relevant], homework, ability to work at the pupil's own best pace with resourcefulness and independence. The style of report is in line with a Curriculum for Excellence and Aberdeenshire expectations.

We also collect and share information regarding concern slips, attendance, lateness, effort grades and discipline referrals to support and improve achievement.

In Fourth, Fifth and Sixth year, additional early warning reports are issued on an individual basis if a pupil is having difficulty with passing course internal assessments. This may lead to a second attempt or a change of levels. Likely "National" presentations levels are also shared with parents of S4 pupils at various points before examinations.

The **likely** timing of the yearly reports to parents or guardians is First Year - May, Second Year - December, Third Year – January, Fourth Year – March and Fifth/Sixth Year – November

In addition to the above information, teachers may provide you with a "pink slip" recording high quality work or a particular achievement for your child. However, this pink slip system is not a contractual requirement and should not be depended upon, but is undertaken willingly as an extra by staff. We also have a "grey slip" system to highlight areas of concern other than behaviour. We also invite you to contact the Principal Teacher of Guidance if at any time you are concerned about your child's progress. This is an open invitation to you.

The assessment and reporting system described on this page is based upon our teachers' continuous checking of their pupils' progress to ensure maximum attainment.

Pupils are encouraged to contribute to their own individual assessment. Their own profiles are built up continuously towards the Profile which all third year pupils will complete by May/June of their Third Year and their Record of Achievement for leaving school after fourth, fifth or sixth year.

WIDER CURRICULAR ACTIVITIES

At Westhill Academy a range of wider curricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running these clubs. Information regarding current clubs (including those led by Active Schools) and wider curricular activities will be communicated throughout the year via school bulletins. See the school website for details through the daily bulletin.

INSTRUMENTAL TUITION

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools, however, not all disciplines are available in primary schools due to limited resources. Tuition is subject to availability. Details of either starting or continuing tuition can be from the school Music staff or

<https://online.aberdeenshire.gov.uk/apps/musictuition/regint.aspx>

EQUALITIES AND DIVERSITY

In 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. Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice.

It is a fundamental principle of our school that all who are involved in the life of our school have 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://www.aberdeenshire.gov.uk/council-and-democracy/equalities/>

RELIGIOUS AND MORAL EDUCATION

Throughout the school, but particularly in RMPS, 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 whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

The School Chaplains work closely with the school in assemblies and with individual pupils when needed.

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 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).

Through the PSE curriculum young people learn about relationships, sexual health and parenthood using a wide range of sources.

DRUGS EDUCATION/SUBSTANCE MISUSE

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.

Our PSE programme:

- Allows pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provides opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enables pupils to develop the skills necessary to make healthy, informed

choices and informed decisions about drugs, including resistance to peer pressure or influence.

- Links with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

In Westhill Academy programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school through the Principal Teachers of Guidance.

CONCERNS AND COMPLAINTS

Concerns

We understand that parents may have concerns about their children from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues, homework, learning difficulties etc.

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

If you feel that the Guidance Teacher has been unable to support you in dealing with your concern, you should contact the Head Teacher or other member of senior staff for further advice.

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

Complaints

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

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

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

INSURANCE

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

Aberdeenshire Education, Learning and Leisure Service 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. This general duty of care continues if the children go home by 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.

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).

Section 4

School Improvement

Data Protection

School Improvement

Standards & Quality Reprt & Improvement Planning

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

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

Improvement Planning

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

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

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

Transferring Educational Data About Pupils

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

What pupil data is collected and transferred?

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

postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

How Does Aberdeenshire Council Hold and Store Pupil Data

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

Data Protection Act 1998

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

Fair Processing Notice

[Who may process your personal data?](#)

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

[What personal data will be collected?](#)

The information which you provide may include:

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

[For what purposes will your personal data be used?](#)

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

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

Will Aberdeenshire Council disclose your personal data to anyone else?

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

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

Your Data Protection Rights

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

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

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

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

Parental Access to Records

SAR - Subject Access Request information

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at: <https://ico.org.uk/for-the-public/personal-information/>

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

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

ScotXed

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

Provision of Staff – As of December 2015

Administrative -

Mrs J Craig, Administrative Assistant
Mrs S Yule, Senior Clerical Assistant
Mrs H Stuart, Senior Clerical Assistant
Mrs C Cox, Clerical Assistant
Mrs B Gillan, Receptionist

Catering -

Aberdeenshire Council

Cleaning -

[now in a privatised company employed by
Aberdeenshire Council]

Art -

Mrs G Coyle
Mrs J Wyness
Miss S Garcia

Business Studies -

Mr P Hagan, Faculty Head
Mrs M Bain
Mrs D Mackenzie

Computing Studies -

Mr D Brown
Mrs A Quadri

Drama -

Ms Y Wheeler, Faculty Head
Ms C Rankin (part-time)

English -

Mrs E O'Neill, Faculty Head
Ms Nadia Harrypaul
Mrs L Pellington (part-time)
Mr T East
Mrs J Kenneway
Miss J Stewart
Dr S Stephen
Ms I Sarran (Probationer)

Guidance -

Ms C Bradford, Principal Teacher (A)
Mrs S Johnstone, Acting Principal Teacher (C)
Mr E Smeaton Acting Principal Teacher (D)
Mrs K Percival, Principal Teacher (E)

Home Economics -

Miss J Eddington, Faculty Head
Mrs A Blair
Mrs P Mackinnon

Janitors –

Mr D Findlater, Group Supervisor
Mr M Jamieson

Languages -

Ms J McCormick, Faculty Head
Mrs J Harrold (Maternity Leave)
Mrs C Brown (Maternity Leave)
Mrs F Macdonald (part time)
Ms Iva Ostriz (part time)
Miss C Kennedy (Probationer)

Additional Support Needs -

Mr G McKain, Principal Teacher of ASN
Mrs J McRae
Mrs H Jones
Mrs A Hannah (part-time)
Ms S Cameron (part-time)
Mrs V Angoe
Mrs A Molyneux, Auxiliary (part-time)
Mrs A O'Brien, Auxiliary (part-time)
Mrs A Porter (part-time)
Mrs G Svensen, Auxiliary (part-time)
Mrs K Chatha (part-time)
Mrs A Walker (part-time)
Mrs D Watson (part-time)
Mrs S Donaldson-Selby (part-time)

Library -

Ms J Noble, Librarian [part-time]
Mrs G Gourlay, Librarian [part-time]
Mrs S Jennings, Library Assistant

Mathematics -

Mrs M Thompson, Faculty Head
Mrs J McBain
Mrs R Campbell
Mrs D Elliott
Mr B Shepherd

Provision of Staff (Continued)

Music -

Miss R Pirie
Ms L Pike (part-time)

Physical Education -

Mr F Darling
Mrs J Munro (part-time)
Mr J Brownie
Miss L Murison

Religious and Moral Education -

Mr P Montgomerie

Resource Assistants -

Mr I Humphreys, Whole School Technician
Mrs L Milner, Science Technician
Mrs M Mann, Technical Assistant
Mrs Bernadette McCann, Technical Assistant
Mr S McHugh, Technical Assistant (part-time)

Science –

Mrs S Taylor, Faculty Head

Biology and Science

Ms M Docherty
Mr G Couper
Miss S Barnes (Probationer)

Chemistry and Science

Mr S McNeil
Mrs P Hay
Mrs M Lorimer (part-time)

Physics and Science

Mr A Harthill
Mr M Robertson
Mrs S Reid (part-time)

Senior Staff -

Mr D Thompson, Head Teacher
Mr J Fitzgerald, Acting Head Teacher
Mr J S Struthers, Depute Head Teacher
Mr S King, Depute Head Teacher
Mrs S Colville, Acting Depute Head Teacher
Mrs N Christie, CSN Support Services
Co-ordinator

Social Subjects -

Mr W Robertson, Faculty Head
Geography and Social Studies
Mrs G Glennie, Principal Teacher (part-time)
Mrs N Butler
Mrs M Simpson

History and Social Studies

Mr R Scott

Modern Studies and Social Studies

Technology –

Mr L Tait, Faculty Head
Mr D Whyte

COMMUNITY STAFF –

Administrative-

Mrs A McKenzie, Clerical Assistant (part-time)
Mrs K Moir, Clerical Assistant (part-time)
Mrs S Raji, Clerical Assistant (part-time)
Mrs L Taylor, Clerical Assistant (part-time)

Community Workers-

Mrs A Allan, Senior CLD Worker
Mrs A Bothwell, CLD Worker
Mrs E Lawson, CLD Worker

In addition to the above staff, we have at the time of writing a number of temporary teaching and non-teaching staff.

Westhill Academy: Aberdeenshire*Examination Results (within Scottish Credit and Qualifications Framework)*

Percentage cohort achieving;						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	98	96	94	48	56	58

Percentage cohort achieving;						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	47	45	52	22	22	25

Percentage cohort achieving;						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	40	41	43	31	30	30

*Examination Results (within Scottish Credit and Qualifications Framework)***Education Authority: Aberdeenshire**

Percentage cohort achieving;						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	87	89	91	44	46	49

Percentage cohort achieving;						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	33	38	38	18	18	19

Percentage cohort achieving;						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	28	29	32	19	21	23

National Data

Percentage cohort achieving;						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	77	83	83	39	43	44

Percentage cohort achieving;						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	33	37	39	17	18	19

Percentage cohort achieving;						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	30	31	33	19	20	21

Source: Insight September 2016 update