



From mountain to sea

Aboyne Academy

Handbook

2017/18



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Introduction to Aboyne Academy

Welcome to Aboyne Academy. As Head Teacher of this great school, I look forward to working with you in the years ahead. Together we can make sure that your child achieves the best start on the way to adult life.

School Contact Details

Lorraine Scott
Head Teacher
Aboyne Academy
Bridgeview Road
Aboyne
AB34 5JN

Phone Number: 01339 267750

Website:
www.aboyneacademy.aberdeenshire.sch.uk

Email: aboyne.aca@aberdeenshire.sch.uk

Parent Council Email:
AboyneAcademyPC@hotmail.co.uk

Twitter: @aboyneacad

Adverse weather and emergency closure

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

Information Line 0370 054 4999 then use the pin number 021000 as instructed
(Please do not use this line to leave messages for the school.)

Aboyne Academy is a six-year secondary comprehensive community school which caters for the educational needs of Aboyne and the surrounding rural community of mid and upper Deeside.

The school is situated on an attractive wooded site adjacent to the A93 on the western edge of Aboyne. The school serves a very diverse area. It includes large communities such as Aboyne and Torphins together with several small villages and some remote rural areas. Aboyne Academy is situated on the edge of the Cairngorms National Park and much of the park area is included within the school's catchment. The school is very much at the heart of the community and shares its facilities with Deeside Community Education Centre. In addition we have established strong partnerships with many local businesses which helps to augment the opportunities available to our pupils.

The accommodation and facilities within the school are of good quality and are well maintained. In addition to specialist subject teaching areas the school building contains a fully equipped theatre, a swimming pool, an all-weather pitch and a large games hall. The public library is also situated within the building.

Pupils transfer to Aboyne Academy from ten local primary schools. These include: Aboyne, Ballater, Braemar, Crathie, Finzean, Kincardine O'Neil, Logie Coldstone, Lumphanan, Tarland and Torphins. Aboyne Academy opened in 1974 and is a well-established medium sized secondary school with around 680 pupils.

The school's size is small enough to enable us to retain a friendly atmosphere but large enough to be able to offer a wide range of courses to our pupils. Tradition plays a key part in the life of the school. The cultural heritage of the area is a feature of many aspects of school life. This combines well with an approach to education which aims to provide pupils with the best of modern teaching and learning approaches.

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

The School Day

Registration / Assembly	09.00 – 09.10
Period 1	09.10 – 10.05
Period 2	10.05 – 11.00
Interval	11.00 – 11.15
Period 3	11.15 – 12.05
Period 4	12.05 – 13.00
Lunch	13.00 – 13.45
Period 5	13.45 – 14.35
Period 6	14.35 – 15.30

Our Staff Team

Head Teacher

Lorraine Scott

Deputy Head Teachers

Barry Drennan

Michael Foy

Malcolm MacIntyre

CSN Support Services Co-ordinator

Jonathan Holden

Art, Design & Technology

Liam Ball (Faculty P.T.)

Graeme Higgins

Robyn Morrison

Nicola Topping

David Woods

Business Education

Rhona Sivewright (Faculty P.T.)

Lorraine Barr

Rachael Forsyth

Liz Reekie

Hannah Waby

Attainment & Achievement (DYW)

Claire Drewitt

Guidance

Ashley Easton (P.T.)

Jenny Law (P.T.)

Kirstie Moodie (P.T.)

Graeme Rennie (P.T.)

English

Debbie Mercer (Faculty P.T.)

Paula Colley

Deborah Dallas

Sarah Gray

Kirstie Moodie

Sally Pease

Humanities

Ewan Sargent (Faculty P.T.)

Grace Cook

Claire Drewitt

Corrine Ross
Gareth Webb

Health

Dermid Arthur (Faculty P.T.)
Scott Birse
Ellen Leslie
Kirsty Sherrington

Mathematics

Rona Lindsay (Faculty P.T.)
Louise Batchelor
Hazel Connolly
Simon Griffin
Rebecca Morrison
Diane Shepherd

Science

Michael McCann (Faculty P.T.)
Kate Abrahams
Lindsay Allan
Daniel Danquah
Douglas Kinnear
Aidan Lindsay
Ewan Mhor
Jamie Turner

Jennifer Glendinning
Louise Lightowler
Kerry Liversedge
Jane Summers
Stewart Whyte

Modern Languages

Leanne Miller (Faculty P.T.)
Lewis Gibson
Sandra Whyman

Performing Arts

Fiona Johnston (Faculty P.T.)
Lisa Barron (Faculty P.T.)
Sarah Bell
Fern Lindsay
Sally Pease

Additional Support for Learning

Amanda Phillipson
P.T. SFL (SEN/SEBD – Aboyne Academy)

Support Teacher (full-time)

Catrina Christie
Joanna Greenwood
Revathi Ravishankar
Sabine Shand

Support Teachers (part- time)

Sheila Forbes
Derek Irvine
Dale Kitching
Sharon Hargreaves
Diane Thompson

Pupil Support Assistants

Elaine Fyvie
Edith Gibson
Brian Hancock
Andrew Porter
Marianne Littlejohn
Jocelyn Marshall
Marijke Ross
Margaret Skene
Denise Smith
Wendy Welsh

Communicator (Hearing Support)

Claire Cameron

CSN

Karen Inkster (Pupil Support Worker)

Library Staff

Fiona Robertson (Network Librarian)

Mette Cormack (Library Assistant)

Judy Garrett (Library Assistant)

Sue Dewhurst (Library Assistant)

Hazel Knorr (Relief Library Assistant)

School Office

Laura Miller (Admin Support Officer)

Phyllis Reid (Admin Assistant)

Rosemary Pope (Admin Support Asst.)

Fiona Brown (Technical Asst.)

Lynn Sangster (Admin Support Asst.)

Kerry Thomson (Admin Support Asst.)

School Nursing Assistant

Vacancy

Careers Advisor

Stuart Clark

Area Principal Educational

Psychologist

Moira Dean

Kitchen Staff

Charlotte Beverley (Supervisor)

Charleen Cooper

Monika Erdoji

Julz Flavill

Eleanor Gauld

Ann Butler-Madden

Lisa Moir

Valerie Murray

Dawn Salmon

Laura Smith

Lesley Wilson

Active School Co-ordinator

Shona Park

Visiting Music Instructors

Jamie Barclay (Cello)

Morag Paton (Piano/Keyboard)

Matthew Brechin (Guitar)

Sharon Hassan (Violin)

Ben Light (Woodwind)

Morag Kelly (Percussion)

Scott Niven (Snare Drum)

Hamish Wood (Brass)

Technicians

Sandra Christie (Technician)

Jackie Cooper (Whole School Technician)

Briony Russell (Technical Asst.)

Angela Thorne (Technical Asst.)

I.T Technician

Dean Ferrier (ICT Support Analyst)

School Nurse

Lorna Coutts

School Doctor

Jane McCance

Janitors

Kenny Mullen (Acting Supervisory
Janitor)

Billy Algeo

Liam Smith

Richard Thompsett

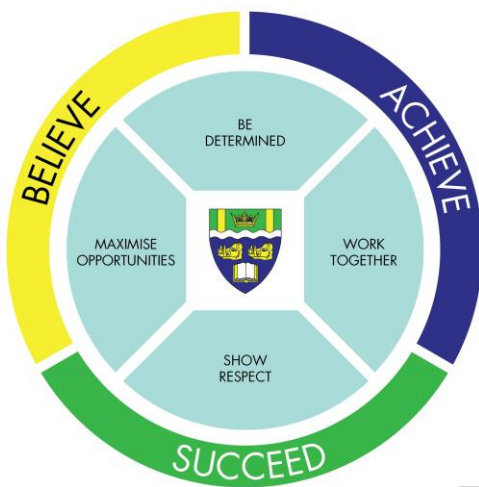
Our Vision, Values and School Ethos

ABOYNE ACADEMY VISION STATEMENT

To work together as a community to create a high quality learning environment where all members are encouraged to '**Aim High**' and **maximise opportunities**

and where our pupils are supported to

Reach their full potential and develop into **responsible, confident** and **caring** individuals who **effectively contribute to society**.



Motto – Believe, Achieve, Succeed

Through our *values*

- Being determined to do our best at all times
- Maximising opportunities
- Working together to create a positive school ethos where everyone feels secure, valued, and inspired to learn
- Having respect for ourselves, others and our community

Curriculum

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

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

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

The secondary curriculum is divided into two main stages:

S1-3: The Broad General Education

All pupils follow a common course which includes breadth across all eight curriculum areas. This is designed to build on learning from primary school with a focus on skills for learning, life and work. Pupils have increasing opportunities to study in depth as they progress through S1-3. In S3 pupils will have the opportunity for some personalisation and choice in their curriculum. Towards the end of S2 they will choose courses from each curriculum area for study in S3.

S4-5: The Senior Phase

The Senior Phase should be seen as a three year block where a range of qualifications and skills for learning, life and work can be built up. Most courses are available to all S4-6 pupils who have the appropriate entry qualifications. Towards the end of S3, S4 and S5 pupils will be supported to choose the pathway that they wish to follow in the next school year. Courses can be studied at a variety of levels including SQA National 3, 4 and 5, National 5 Skills for Work, Higher and Advanced Higher.

For some pupils a flexible learning pathway curriculum may be offered. In cases where the school considers this to be appropriate the possibilities will be discussed with the pupil and parents/carers.

More detailed information about the courses and opportunities available in the Senior Phase Curriculum is available in the “Pupils” section of our website.

Development of Spiritual, Moral, Social and Cultural 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. The school values form the framework around which our ethos is based. All pupils follow courses in “Aiming Higher”, Personal and Social Education and Religious and Moral Education as they progress through the school.

Development of pupil values will also be achieved through inter-disciplinary working, assemblies, guest speakers, school excursions and working in partnership with a wide variety of organisations within and beyond our school community. Please do not hesitate to contact the school if you would like further information on any aspects of the secondary curriculum.

Extra-curricular activities

In Aboyne Academy we pride ourselves on providing our young people with an extensive and varied range of extra-curricular opportunities to enhance their skills development and school experience.

A full list of these activities and the relevant information can be found on our school website by the following link:-

<http://www.aboyneacademy.aberdeenshire.sch.uk/aboyne%20academy%20extra-curricular%20opportunities.html>

This link is updated regularly throughout the academic year.

Pupils should also regularly read our Daily Bulletin, shared with them during Form Time each day and published on the school home page.

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 Aboyne Academy the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

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:
<http://www.aboyneacademy.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/>

Assessment and Reporting

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

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

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

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

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

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

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

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

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

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

Throughout this time, parents will receive regular updates through **TRACKING Reports** along with an **ANNUAL Report** and the opportunity to **meet informally and formally with** teachers and support staff (see school calendar in APPENDIX) Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. Pupils work on developing their Pupil Profile from P7 during their Transition to Aboyne Academy, and then all through their Broad General Education (S1-3). The Profile is produced in their Aiming Higher lessons during S1 and S2 and pulled together in a final version during PSE in S3. This is overseen and reviewed by each Guidance Teacher and a copy of the final S3 Profile is shared with parents/carers as each pupil transitions into the Senior Phase in S4.

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.

Together, pupils and teachers will set a **target grade** within each reporting cycle for each subject they are studying. This forms the basis for learning conversations between staff and pupils to discuss progress and identify next steps. This is shared with parents/carers through **TRACKING Reports**. Pupils and their parents also receive an annual report with written comments and identified action points. Reporting dates are provided in the calendar on page 33.

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)

Primary to Secondary Transition

Making the move from primary to secondary school is a very important transition point in a pupil's education.

There is a close relationship between Aboyne Academy and its ten associated primary schools. This helps ensure that the transition for pupils runs smoothly. The transfer of educational records from the primaries to the academy ensures detailed knowledge of each pupil is passed on when pupils move to secondary education and helps to enable a continuous learning experience for each young individual.

The main changes that pupils notice when they join the secondary school are related to the larger size of the school and the fact that their new classmates come from many different primaries. The daily routine is also quite different as each class has several teachers. Also pupils move to different parts of the school during the day to attend classes.

The P7/S1 Transition programme aims to prepare pupils and parents/carers for these changes. This happens during the last year of primary school and normally includes:

- Visits to each primary school by Guidance Teachers and the relevant Senior Leadership Team members from the Academy, to meet our new pupils and talk with them about moving to the academy.
 - An opportunity for parents/carers to visit the academy. This parents' evening normally takes place in April of the transition year. It includes a talk, some workshops and relevant presentations, a chance to ask questions and a tour of the school.
 - Pupils at our associated primaries are involved in joint primary/secondary projects during P7. This usually takes place over two separate days in May and involved pupils visiting the Academy and working together in groups.
 - Some pupils will be offered an extended transition programme if it is deemed appropriate based on their level of need and support. This will be identified in discussions with P7 Teachers, parents/carers and ASL staff as required.
 - All P7 pupils have the chance to experience secondary school life through a two day induction course at the Academy in June shortly before leaving primary school. This allows them to meet their new classmates and experience their new timetable. They will also meet their Guidance teacher and several of their future subject teachers. S3 pupils from the Academy assist the new pupils by acting as 'buddies' and guides during the two Induction days and also for their first week as S1 pupils in August.
 - During their first year at the Academy new pupils are carefully monitored by their Guidance teacher and continue to be supported by their 'buddies' where possible.
-

- Most classes are organised on a mixed-ability basis. Individual differences are catered for and courses structured to allow pupils to progress at a pace most suited to their level of achievement. Courses are designed using the same Curriculum for Excellence Guidelines used within the primary schools. This enables pupils' skills, knowledge and abilities learning to progress in a continuous way when they move from primary to secondary school.
- There is a 'Settling In' report mid-way through the first term to enable parents/carers to find out about progress so far. A more detailed report is issued later in the session.

Visit Parentzone for more information about transitions:

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

3 Admissions

An admissions pack is provided for each new pupil wishing to join the Academy

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 Aboyne Academy is Stuart Clark.

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 key employability skills such as **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.

Guidance teachers will support pupils as they choose from a range of possible pathways through the Senior Phase. Some pupils will study at school full time, others may combine school with North East Scotland College courses, a Foundation Apprenticeship, Open University modular courses or work experience placements. A wide range of local businesses and organisations work in partnership with us to develop skills for learning, life and work throughout the curriculum. This approach is also supported by the pupil My World of Work Ambassadors group.

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 Aboyne Academy to feel happy, safe and supported to fulfil their potential.

The Guidance, House and Form Class System

Each pupil is allocated to a form class. Each form class has a form teacher who meets the class for ten minutes at the start of each day. The form teacher will register the class, collect any absence notes, pass on information and read the daily pupil bulletin to the class.

Each form class belongs to one of the school's three Houses. Each House includes form classes from each year group (S1 – S6).

There are three Houses within Aboyne Academy. Each House is named after one of three local hills - Clachnaben, Lochnagar and Morven.

The head of house is one of the Depute Head Teachers who has responsibility for positive behaviour management, monitoring of pupil progress and other issues. The Depute Head Teacher works closely with one of three Principal Teachers of Guidance. Each guidance teacher has responsibility for the care and welfare of pupils in their House. This guidance teacher is maintained throughout a pupil's school career, from S1 to S6.

The guidance system aims to meet the needs of pupils in three main areas:

- Personal guidance
- Curricular guidance
- Vocational guidance

Guidance staff monitor the progress, attendance, punctuality and behaviour of pupils within their house. Guidance teachers also support and advise pupils at key transition times e.g. moving from primary to secondary, choosing course options and when preparing to move on from school. Together with staff from the Support for Learning department the guidance teacher will also coordinate any additional support needed for individual pupils from staff within the school or from other agencies.

Each pupil will normally have an individual interview to review progress with her/his guidance teacher at least once a year. Guidance teachers also normally teach PSE (Personal and Social Education) to all pupils within their house.

Siblings from the same family enrolling at the school will be allocated to the same House. This enables the guidance teacher and Depute to build up close relationships with families.

In addition to the Principal Teacher of Guidance there is a 'teacher in charge' of each House. The role of these members of staff is to encourage and motivate pupils to participate in the regular House Week activities.

The key staff for each house are as follows:

House	Clachnaben	Lochnagar	Morven
Depute Head Teacher	Mr Foy	Mr Drennan	Mr MacIntyre
Principal Teacher of Guidance	Mr Rennie	Miss Easton	Miss Moodie
Teacher in Charge	Mrs Gray	Mr Birse	Mr Lindsay

Pupil leadership of each house is made up of two S6 captains, two S5 vice captains and 8 S5/6 prefects. These senior students lead their House and encourage pupils to become involved in house activities. Each house also has a pupil council representative from each form class. The House system is a very positive feature of school life which gives pupils and staff a sense of identity within the school. It also provides the opportunity for some good fun and friendly competition.

In addition the school has Additional Support for Learning (ASL) staff to help meet the needs of all pupils. This can range from support in classrooms to more intense help for those who need an enhanced provision, or alternative curriculum. Staff work in classrooms but also can extract pupils to the ASL room. Aboyne Academy is a Community Resource Hub for those with more profound needs.

The school can support pupils via our Pupil Support Worker, Karen Inkster, our school nurse, Lorna Coutts and through our close working with Community Learning, Social Work and other agencies.

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 Aboyne Academy the Named Person for your child/young person is:
The child's Guidance 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

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

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

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

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

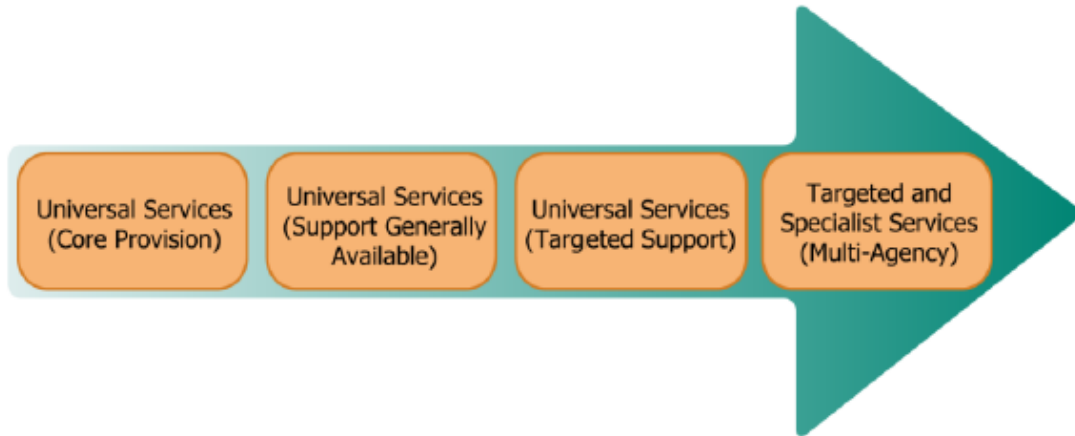
11 Support for Learning

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

Each school cluster has an allocation of **Teachers of Additional Support for Learning (ASL)** who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general 'hands-on' support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

12 The Child's Plan

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



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

Where a child or young person needs one or more targeted interventions, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indicators (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in discussions. The Child's Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person's Wellbeing and overcome any difficulties.

A Lead Professional will help to co-ordinate and manage any Child's Plan. Information is available on the Aberdeenshire Getting It Right Website: <http://www.girfec-aberdeenshire.org/for-parents-carers/>

13 Child Protection

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

Within Aboyne Academy we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to refer the child to Social Work, the Police or the Children's Reporter. Here at Aboyne Academy the designated officers are:

Malcolm MacIntyre (Depute Head Teacher)
Lorraine Scott (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/>

14 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right For Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire

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

Parent & Carer Involvement

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

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

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

Assessment and Planning

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

15 Our Parent Forum & Working with you as partners

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

- a) We will communicate regularly with you in the following ways
 - Newsletters
 - Email
 - Text
 - Pupil reports
 - Parents' Evenings
 - Point of contact via Guidance teacher
- b) We will seek your opinion when we are considering making significant changes to an aspect of school life
- c) We will seek feedback on what is going well and what needs to be improved every two years.

16 Communication

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

24 |Parent & Carer Involvement

- Use of Groupcall to text and email
- School Website: <http://www.aboyneacademy.aberdeenshire.sch.uk>
- Social Media: @aboyneacad twitter
- Newsletters
- Events
- Achievement certificates
- Open days/mornings/afternoons
- Head Teacher clinics

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

17 Parenting

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

18 Volunteering

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

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

19 Learning at Home

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

<http://www.aboyneacademy.aberdeenshire.sch.uk/aboyne%20academy%20-%20homework%20policy.html>

20 Decision-making and Developing Services

Reflecting our vision, values and aims, the school has a range of priorities that we work to improve on each year which are explained in our School Improvement Plan (SIP). To take forward some of those priorities we need parents' views, ideas, opinions along with creating the opportunity to draw upon parents' skills and strengths. To enable this we have a series of working groups/focus groups which any

interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires.

Our Parent Council, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson (Sarah Leahy) or Head Teacher Lorraine Scott for more information about getting involved in the Parent Council or email: AboyneAcademyPC@hotmail.co.uk

21 Collaborating with the Community

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

School Policies and Useful Information

School Policies such as the Homework Policy; Positive Behaviour Policy; etc. are published on the school website and can be found by clicking the Parents tab at the top. Please go to: <http://www.aboyneacademy.aberdeenshire.sch.uk>

All Aberdeenshire Council Education policies can be found here:
<http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-children-s-services-policy-framework/>

22 Attendance

Lateness: All pupils should arrive at school punctually and be in their form class before the start of form time (9.00am) each morning.

Should a pupil arrive at school during form time (i.e. between 9.00 – 9.10am) then they should go immediately to their form class and explain the reason for their lateness to their form teacher. The form teacher will record this as a late arrival. Should a pupil arrive after the end of form time (i.e. after 9.10am) then they should report directly to the school office. The reason for the late arrival will have to be explained to a member of senior management. Should there be any concerns about a pupil's punctuality then the guidance teacher will contact parents / carers to discuss this and how to improve the situation.

Permission for absence from school: 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. A text message will be sent to your home or mobile phone if we have not heard from you. Should a pupil be absent from a lesson during the school day we will also send a text message to you. 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 as soon as possible by contacting the school via the Pupil Absence Hotline number (01339 267750 Option 1 – Pupil Absence). For your convenience this answer service is available 24 hours each day of the week.
 - 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.
- If your daughter or son is likely to be absent from school for a significant period due to illness or for any other reason, please contact the appropriate Guidance Teacher as soon as possible.

If you feel ill, tell your class teacher and ask permission to report to the school office. If appropriate, office staff will arrange for you to be collected from school.

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.

23 Holidays during term time

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to:

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

24 Aboyne Academy Dress Code

Aboyne Academy has an established school uniform and all pupils are expected to identify with the school by wearing the uniform. The uniform also assists with security in the school building and grounds as it is easy to identify people who should perhaps not be on school property. Our pupils are generally very good at respecting the uniform policy.

The standard uniform is:

- Navy or black skirts (Very short skirts are not suitable from a modesty perspective) or black trousers including smart black jeans (other colours of denim jeans are not permitted)
 - White polo shirt with school badge. T shirts are not part of the dress code.
 - Navy or black sweatshirt with school badge
Or White shirt and navy or black V-neck jumper with school tie
 - Sensible dark coloured footwear
-

Physical Education (PE) kit: trainers with non-marking soles, shorts, T-shirt, swimwear and a towel. Sports kit should not be worn out with PE classes unless PE is period 6 in the day

Pupils are expected to be cleanly and tidily dressed and should note that certain items of clothing are unacceptable. These include denim jeans as described overleaf and jackets, tracksuits, surfer shorts and T-shirts or sweatshirts decorated with slogans, offensive wording or designs. Hats should not be worn inside the school building. Uniform orders can be placed directly with our suppliers:
<https://aboyneacademy.imagescotland.com/>

25 Clothing Grants

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

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

26 Transport

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

27 Early Years Transport

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

28 Privilege Transport

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

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

29 Special Schools and Enhanced Provision

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

30 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. 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 - 94.7MW 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 021000 for Aboyne Academy. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

31 Storm Addresses

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

32 Change of address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number of 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 £2.15 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.

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

HPV Immunisation to protect against cervical cancer is offered to all girls in S2. This is a series of 3 injections over a six month period commencing in September each year. A catch-up programme is also in place for girls who miss any of their injections. Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing a course of medication to combat an infection.

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

Planning formats may include either:

- Individual Pupil Protocol (IPP) (Med form 7).
 - Health Care Plan written by Health professionals for very specific medical needs.
- A risk assessment should also be completed.

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

Please find our Medication Policy here:

<http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Admin-of-Meds-and-Healthcare-2016.pdf>

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

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

35 Exclusion

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

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

36 Educational Visits

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

37 Instrumental Tuition

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

For further information go to: <http://aberdeenshire.gov.uk/schools/ims/>

38 Education Maintenance Allowance

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

39 Comments, Compliment & Complaints

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

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

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

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

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

40 Support for parents/carers

For more information on Support and Advocacy contact: KEEP

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: KEEP

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 KEEP

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

Children 1st
15 Frithside Street
Fraserburgh
Aberdeenshire
AB43 9AR
Tel no 01346 512733
Fax no 01346 512810
Email fraserburgh@children1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:
www.sclc.org.uk

41 Insurance

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

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

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

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

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

42 School Off -Site Excursion Insurance

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

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

43 Data we hold and what we do with it.

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

44 How Does Aberdeenshire Council Hold and Store Pupil Data

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

45 Parental Access to Records

SAR - Subject Access Request information

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

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

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

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

46 ScotXed

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

47 Information Sharing

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

48 Freedom of Information

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

Appendix

ABOYNE ACADEMY IMPROVEMENT PRIORITIES 2017-18

1. LEADERSHIP AND APPROACH TO IMPROVEMENT

- Continue to support staff to get to know, understand and use the GTCS Standards and HGIOS 4th Edition Quality Indicators as tools for self-evaluation through in house training for Faculty Heads and for all staff.
- Increase pupil participation and leadership opportunities by further increasing the profile and role of pupil council members, creating new roles for younger pupils and establishing pupil focus groups.
- Self –evaluation school working group continue to embed self-evaluation activities as part of the school culture by helping to plan and coordinate activities and analysing the impact wherever possible.

2. QUALITY OF CARE AND EDUCATION

- Continue to review and revise curriculum starting with S3 and S4 National Qualifications in 2016/17 session and leading to restructuring of the curriculum structure by 2020. Establish a curriculum and timetabling working group made up of a range of stakeholders in August 2017. DYW PT develops pupil skills across the curriculum by developing links and engagement with local businesses during session 2017/18.
- In-house CPD during collegiate sessions in session 2017/18 used to develop improved learning and teaching strategies to better meet the needs of all learners with a focus on Differentiation, Higher Order Thinking, Pupil Feedback, Visible Learning, Assessment is for learning, Benchmarking toolkits and Employability Skills.
- Continue to seek ways of engaging parents and supporting family learning through feedback from Parent Council, HT drop-in session, school open days, social media and school website and also working with CLD colleagues and the Community Learning Partnership. Provide family learning opportunities through paired reading and numeracy workshops

3. IMPROVING OUTCOMES FOR ALL OUR LEARNERS

- CRH review to take place in June 2017 (alongside review of enhanced provision in Banchory Academy) with action plan priorities taking effect from August 2017. PSA employed for 9 months using PEF funding deployed to work with identified pupils mainly in class. (Aug 2017– April 2018)
 - Interventions and activities that develop social, physical, mental and emotional well-being are planned and coordinated to include all staff and pupils. Strategy heading is 'Ensuring the Health and Wellbeing of all by All'
 - Leadership opportunities continue to be developed at all stages
 - Wellbeing in the classroom is aided by meeting the needs of each learner through differentiation.
 - Digital learning to be enhanced across the school and all Faculty areas. A working group to be set up to oversee advances and changes required to meet the whole-school digital strategy and requirements.
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Aboyne Academy Parent Council Member 2017-18

Sarah Leahy (Chair)

Andrea Geddes (Vice Chair)

Lynn Murphy (Secretary)

Julie Mitchell Mitchell-Mehta (Treasurer)

Sheila McMurtrie

Gill Ewart Bannister

Cat Houston

Natasha Pawlukiewicz

Gail MacTaggart

Elaine Starritt

Veena Fernandez

Parent Council Email:

AboyneAcademyPC@hotmail.co.uk



INFORMATION FOR PARENTS 2017 SECONDARY SCHOOLS ATTAINMENT

Examination Results (within Scottish Credit and Qualifications Framework)

Aboyne Academy						
Percentage cohort achieving;						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
	88	95	94	43	58	55
Percentage cohort achieving;						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
	46	47	55	24	18	27
Percentage cohort achieving;						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
	37	43	38	23	30	26
Education Authority: Aberdeenshire						
Percentage cohort achieving;						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
	89	91	92	45	49	50
Percentage cohort achieving;						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
	38	38	42	18	19	20
Percentage cohort achieving;						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
	29	32	32	21	23	24
National Data						
Percentage cohort achieving;						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
	83	83	85	42	45	46
Percentage cohort achieving;						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
	37	39	40	18	19	19
Percentage cohort achieving;						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
	31	33	34	20	21	21

All attainment data can be found at:-

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



ABOYNE ACADEMY Calendar for Session 2017/18

August 2017		9	Local Holiday
21	School Starts for Staff	12	Mid-Term Holiday
22	School Starts for Pupils	13	In-Service Day
September		14	In-Service Day
5	Parent Council Informal Refreshments & AGM	16	End of S4/5/6 Prelims
6	School Photographs S1/3/5	27-1Mar	House Assemblies
7	HT drop-in session	27	MMR Immunisations Catch Up
11-15	S4/5/6 Work Experience Week	27	S3 Parents' Evening
12-14	House Assemblies	March	
22	S3 Reports issued	1	S2 Reports issued
27	Open Day for S1 Parents	8	HT Drop-in session
28	S6 Higher Education Convention	12-16	House Week 3
October		15	S4/5/6 Reports issued
2-6	House Week 1	19-23	Social Health Week
2-6	Physical Health Week	20	S4/5/6 Parents' Evening
5	S4/5/6 Reports issued	21-22	S1/2 Girls HPV Immunisations
5	HT Drop-in session	28	S4/5/6 Parents' Evening
12	S1 Reports issued	29	Term Ends
13	Term Ends	April	
30	Term Begins for pupils	16	Term Begins
November		25	P7 Parents' Evening
2	HT drop-in session	27	S4/5/6 Leavers' Ceremony
6-10	House Assemblies	30	Start of SQA Exams
7	S4 Skills Development Scotland	May	
7	Young Musician of the Year	3	S2 Reports issued
9	Safe Drive Stay Alive	3	HT Drop-in session
10	Remembrance Day	4	S3 Buddy Training (CLD)
11	Christmas Fair	7	May Day Holiday
13	In-Service Day	10	P7 Induction Day 1
14	In-Service Day	21-25	S3 Work Experience Week
16	S2 Reports issued	22	S2 Parents' Evening
17	Children in Need	23-25	Activities S1-S2
27-1Dec	House Week 2	28-29	Prefect Interviews
27	S1 Parents' Evening	28	Start of new Timetable S1/2/3 (new S2/3/4)
December		29	P7 Induction Day 2
4-8	Emotional Health Week	29	Senior Ball
7	HT Drop-in session	31	S1 Reports issued
13	Christmas Concert	June	
15	S3 Reports issued	4	End of SQA Exams
21	S4/5/6 Reports issued	4	Start of new Timetable S4/5 (new 5/6)
22	Term Ends	4-8	Mental Health Week
January 2018		7	Immunisations Catch Up
8	Term Begins	7	HT Drop-in session
25	S1 Reports issued	8	Pupil Leadership Training
25-26	S3 DTP & Men ACWY immunisations	18-20	House Assemblies
29	Start of S4/5/6 Prelims	19-20	Summer Show
30	Senior Phase Parents' Curriculum Evening	21-22	P7 Induction Visit
February		25-29	House Week 4
1	HT Drop-in session	25-29	Highland Games Week
6	S3 Reports issued	27	Awards Ceremony
8	Local Holiday	July	
		6	End of Term

Please also find a link to the annual holiday calendar:

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

School Zone/Catchment Area

