



From mountain to sea

Aboyne Academy

Handbook 2021/22



ABOYNE ACADEMY

RESPECT | PARTICIPATION
TEAMWORK | DETERMINATION



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All information in this handbook is correct as of November 2021

Introduction to Aboyne Academy

Welcome to Aboyne Academy. I am proud to be the Head Teacher of this great school which has retained some local traditions whilst ensuring that the curriculum we offer, the quality of learning and teaching and the vast range of extra-curricular activities help to ensure that our pupils are equipped for the 21st century.

I look forward to working in close partnership with you to ensure that your child can reach their full potential during their time at Aboyne Academy.

Michael Foy
Head Teacher

School Contact Details

| | |
|-----------------|---|
| Michael Foy | Phone Number: 01339 267750 |
| Head Teacher | Website: www.aboyneacademy.aberdeenshire.sch.uk |
| Aboyne Academy | Email: aboyne.aca@aberdeenshire.gov.uk |
| Bridgeview Road | Email: aboyne.support@aberdeenshire.gov.uk |
| Aboyne | Twitter: @aboyneacad |
| AB34 5JN | Parent Council Email: AboyneAcademyPC@hotmail.co.uk |

Adverse weather and emergency closure

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

Information Line 0370 054 4999 021000 (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, Ballater 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 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 learning plaza, a welfare suite, 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 secondary school with 725 pupils (September 2021.)

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 – 12.10 |
| Period 4 for S1-S3 | 12.10 – 12.55 |
| Lunch for S4-S6 | 12.10 – 12.55 |
| Lunch for S1-S3 | 12.55 – 13.45 |
| Period 5 | 13.45 – 14.35 |
| Period 6 | 14.35 – 15.30 |

Our Staff Team

Head Teacher

Michael Foy

Deputy Head Teachers

Malcolm MacIntyre
Debbie Mercer (Acting)
Alex Priest

Cluster Business Manager

Jonathan Holden

Art, Design & Technology

Liam Ball (Faculty P.T.)
Craig Bradley
Graeme Higgins
Robyn Morrison
Nicola Topping
David Woods

Business Education

Hannah Waby (Faculty P.T. Acting)
Jed MacKinnon
Reinhilde Van den Brande

Digital Learning

Aidan Lindsay (P.T.)

Guidance

Claire Drewitt (P.T.)
Ashley Easton (P.T.)
Ellen Leslie (P.T.)
Kirstie Moodie (P.T.)
Emily Simpson (P.T. Acting)
Graeme Rennie (P.T. PEF)
Leanne Miller (P.T. PEF)

English

Sarah Gray (P.T. Acting)
Richard Bruce
Paula Colley
Sally Pease
Kirsten Rankin
Corinne Ross

Health

Dermid Arthur (Faculty P.T.)
Scott Birse
Debbie Brady
Kenna Jagger
Sam Muir
Kirsty Sherrington

Mathematics

Rona Lindsay (P.T.)
Paul Banfield
Louise Batchelor
Hazel Connolly
Jennifer Dolan
Simon Griffin
Rebecca Sherwood

Science

Michael McCann (Faculty P.T.)
Kate Abrahams
Jonathan Coulter
Daniel Danquah
Douglas Kinnear
Aidan Lindsay
Meagan Lorimer

Humanities

Ewan Sargent (Faculty P.T.)
Brian Bethune
Grace Cook
Jennifer Glendinning
Louise Lightowler
Kerry Liversedge
Jane Summers
Jack Taylor
Stewart Whyte

Modern Languages

Violeta Stefan (P.T.Languages)
Bengt Evertsson
Alexandre Vazquez Somoza

Performing Arts

Lisa Barron (Faculty P.T.)
Fiona Campbell (Faculty P.T. Acting)
Sara Bell
Sophia Michael
Andrew Turner

Additional Support for Learning

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

**Support Teachers
(full-time)**

Joanna Greenwood
Revathi Ravishankar
Sabine Shand
Jonathan Turley

**Support Teachers (part-
time)**

Heather Campbell
Adam Liversedge
Andrew Porter

Pupil Support Assistants

Marianne Carroll
Audrey Dunbar
Helen Feeley
Elaine Fyvie
Anne Gibb
Sharon Hargreaves
Kimberly McCallum
Laura McCreadie
Susan McKay
Sheila McMurtrie
Hannah McWalter
Kaye Ross
Marijke Ross
Denise Smith
Mandy Thomson
Crista Tracy

CSN

Karen Inkster (Pupil Support Worker)

Library Staff

Hayley Lockerbie (Network Librarian)
Mette Cormack (Senior Library Assistant)
Sue Dewhurst (Senior Library Assistant)

School Office

Laura Miller (Admin Support Officer)
Barbara Cook (Admin Support Asst.)
Lynn Sangster (Admin Support Asst.)
Susan Smithers (Admin Support Asst.)
Kerry Thomson (Admin Support Asst.)
Jenny Gow (Admin Support Asst.)

School Nursing Assistant

Barbara Cook

Careers Adviser

Christine Stidolph

Kitchen Staff

Charlotte Beverley (Supervisor)
Charleen Cooper
Monika Erdoji
Julz Flavill
Eleanor Gauld
Ann Butler-Madden
Lisa Moir
Dawn Salmon
Laura Macaulay
Lesley Wilson

Active Schools Co-ordinator

Laura Murray
Shona Park

Visiting Music Instructors

Jamie Barclay (Cello)
Laura Bleck (Piano/Keyboard)
Mathew Brechin (Guitar)
Sharon Hassan (Violin)
Ben Light (Woodwind)
Morag Kelly (Percussion)
Hamish Wood (Brass)

Technicians

Sandra Christie (Technician)
Jackie Cooper (Whole School Technician)
Jane Aiken (Technical Assistant)
Fiona Brown (Technical Asst.)
Mary Morrison (Technical Asst.)

School Nurse

Debbie Tavendale

School Doctor

Jane McCance

Janitors

Ian Duguid (Supervisor - Temporary)
Liam Smith
Daniel Fish
Mike Ross

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**.



ABOYNE ACADEMY

RESPECT | PARTICIPATION
TEAMWORK | DETERMINATION

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 our school, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging as well as providing 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. We will therefore, 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 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. Further information on the school's approach to Curriculum for Excellence including information for parents, can be found on the school website at: <https://aboyneacademy.aberdeenshire.sch.uk/>

Curricular Areas

- **Literacy and Oracy:** Reading, Writing, Listening and Talking.
 - **Numeracy and Mathematics:** Number, Money and Measure, Information Handling, Shape, Position and Movement.
 - **Health & Wellbeing:** Mental, emotional, social, and physical wellbeing, Physical education, activity and sport, Food and health, Substance misuse, Relationships, sexual health and parenthood.
 - **Social Studies:** People, past events and societies, People, place and environment, People, society, economy, and business.
 - **Sciences:** Planet Earth, Forces, electricity and waves, Biological Systems, Materials, Topical Sciences.
 - **Technologies:** Technological developments in society, Business technology skills and knowledge, Computing science, Food and textiles, Craft, design, engineering, and graphics.
 - **Expressive Arts:** Music, Drama, Art and Design and Dance.
 - **Religious and Moral Education:** Christianity, World Religions, Development of beliefs and values.
 - **Modern Languages:** French and Spanish
-

Curriculum Design

Our curriculum is designed based on the following 7 principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Developing Young Workforce

Developing the Young Workforce (DYW) is the Scottish Government's Youth Employment strategy to better prepare young people for the world of work.

Developing the Young Workforce is embedded in Scotland's Curriculum and along with the Curriculum for Excellence and Getting it Right for Every Child (GIRFEC) it is one of the three main building blocks underpinning Scotland's education offer for children and young people.

The DYW Aberdeenshire priorities are as follows:

- Development of the **DYW Curriculum** offer including embedding the Career Education Standard Entitlements 3-18 and the further development of BGE pathways and Foundation Apprenticeships in the senior phase.
- **Skills Development** – embedding skills for learning, life and work (**Metaskills**) and skills profiling
- **Partnership** Development, including partnership with employers
- Support for **Equalities**

As part of the 3-18 curriculum, pupils will develop skills for learning, life, and work and Skills 4.0 and Metaskills. Throughout their time in school, from Early Years onwards, all pupils will have an opportunity to engage with employers, through experiences like workplace visits, career talks, employability events and courses, work experience and curriculum based activities. They will also have the opportunity to learn about further and higher education as well as different career pathways into employment.

In S4-6, pupils will be given the opportunity to study for vocational qualifications, including Foundation Apprenticeships, alongside the more traditional qualifications.

Further information for parents on Foundation Apprenticeships can be found [here](#)

Curricular 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 the fourth level outcomes. |

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, Foundation Apprenticeship 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://aboyneacademy.aberdeenshire.sch.uk/pupils/extra-curricular-opportunities/>

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+2 Language Learning

The Scottish Government policy 'Language Learning in Scotland: A 1+2 Approach' is now embedded in our curriculum. 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). For more information go to www.aberdeenshire.gov.uk

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.

Further Information

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

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://www.sqa.org.uk/sqa/58062.3806.html?pMenuID=5605>

Assessment and Reporting

Pupils move through the curriculum at their own pace. A wide range of assessment techniques are used in school depending on what is being assessed and the reason for the assessment e.g.

- Observation of what the pupils “say”, “write” and “do”.
- Homework
- Self and peer assessments
- Marking of class work and other individual/class assessments
- Ongoing tracking and monitoring procedures in school
- Scottish National Standardised Assessments (P1, P4, P7 and S3)

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.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. As part of assessment, each year children and young people in P1, P4, P7 and S3 will participate in the Scottish National Standardised Assessments (SNSA). These national assessments are completed online and provide teachers with immediate feedback on each child or young person’s progress in literacy and numeracy. Children and young people do not have to prepare or revise for the assessments, which take place as part of normal learning and teaching. The assessments do not have any pass/fail mark and the results are used to help teachers plan the next steps in learning for each child/young person. Further information on SNSA is available at

<https://standardisedassessment.gov.scot/>

The results of children’s achievements are discussed with them regularly so that they are involved in taking responsibility for their own learning. This may take the form of oral discussion and/or written comment. In this way, it is hoped to assist the pupil identify what has been learned and the next steps to their learning. Children regularly set targets in their work.

Parents will be informed of progress:

- through pupil profiles/learning logs
- through parent consultation evenings and other meetings
- through curriculum/learning events/parent workshops
- by the annual school report
- Individual Education Plans and associated documents

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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 involves 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>

1 Admissions

Nursery Admissions.

Early in each calendar year, all parents/carers should complete an application form and submit this to the nursery of their choice. This can be your local school nursery or any other early learning and childcare setting within Aberdeenshire. The application form can be found here:

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

Primary Admissions

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

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

To view the school catchment area for your address, go to:

<https://aberdeenshire.gov.uk/schools/school-info/admissions/school-zones/>

2 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>

Your child would normally attend a school within the school catchment area (zone) close to where you live. However, you can request that your child attends a school in another zone (out of zone). Please follow the links for more info:

[Out Of Zone Placing Request Policy & Procedures](#)

3 Skills Development Scotland

Skills Development Scotland (SDS) is Scotland's careers service.

Qualified SDS Careers Advisers work in schools and careers centres across the whole of Scotland. The SDS Careers Adviser in our school is <NAME> Contact with the Careers Adviser should be done through the school.

Careers Advisers will meet with young people to help them make decisions about their future career pathway. Alongside other school staff, Careers Advisers are involved in supporting young people through subject choice at relevant stages in their education. This may involve working with individuals one to one, or with groups or classes. Young people can continue to access support from advisers when they leave school, through the Career Centres in Peterhead, Inverurie and Aberdeen.



Support for Children and Young People

4 Getting it Right for Every Child

Getting It Right for Every Child (GIRFEC) 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.

Aberdeenshire's schools play a key part in delivery of Aberdeenshire's Children's Services Plan.



Its vision is that:

'Our commitment to Aberdeenshire's children and young people, is to provide them with the right support, in the right place, at the right time.

In helping them reach their individual potential and goals, we will work together to make Aberdeenshire the best place in Scotland to grow up'

You can find out more about our Children's Services Plan at:

<http://www.girfec-aberdeenshire.org/who-we-are/our-childrens-services-plan/>

5 Wellbeing

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.

- Included
 - Safe
 - Healthy
 - Achieving
 - Nurtured
-

- Active
- Respected
- Responsible



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 our school 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 four Houses. Each House includes form classes from each year group (S1 – S6).

There are four Houses within Aboyne Academy. Each House is named after one of four local hills – Birsemore, 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 four 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 | Birsemore | Clachnaben | Lochnagar | Morven |
|--------------------------------------|------------------|-------------------|------------------|---------------|
| Depute Head Teacher | Mr MacIntyre | Mr Priest | Mr Priest | Mrs Mercer |
| Principal Teacher of Guidance | Miss Moodie | Mrs Drewitt | Miss Easton | Miss Simpson |
| Teacher in Charge | Mrs Gray | Mr Kinnear | Mr Birse | Mr Lindsay |

Pupil leadership of each house is made up of two S6 captains, an S6 senior prefect, two S5 vice captains and five S4/5/6 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 and through our close working with Community Learning, Social Work and other agencies.

6 Children's Rights

The Children and Young People (Scotland) Act 2014 included new law to help make sure children's rights are promoted across Scotland. Children and young people's rights and participation are promoted in lots of different ways by schools in Aberdeenshire.

This means we:

- Raise awareness of Children's Rights, and how rights can be accessed
- Provide opportunities for children and young people to get involved in decision-making
- Make sure children and young people's views influence how we develop services
- Support children and young people to express their views (where needed)
- Listen to children and young people's views on what we do well, and what we could do differently

Aberdeenshire Council has endorsed a Children and Young People's Charter. You can find out more about Children's Rights and opportunities for participation at:

<http://www.girfec-aberdeenshire.org/home/children-and-young-people/>

7 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. From birth to prior to starting school, the Named Person Service is provided by your Health Visitor. 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 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. The Named Person Services is currently delivered on a national policy basis.

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

<https://www.gov.scot/policies/girfec/named-person/>

The Named Person for your child/young person is your child's Guidance Teacher.

8 Educational Psychology

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from pre-birth to 24 years old. We work with children, young people, families, educational staff, local authority colleagues and a wide range of other professionals including health professions, social work, early years partner providers and post school training and education providers.

When there are concerns about a child or young person's learning or wellbeing, an Educational Psychologist can support others to problem solve their way through potentially difficult and complex situations. Consultation with people who know the child best forms the basis of Educational Psychology assessment. Its purpose is to explore and understand the concern and support people to come up with solutions that will work in that particular context.

A range of helpful resources are available for all parents on the Educational Psychology website:

<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/parent-information/>

9 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 our resources and policies go to:

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

10 Support for Learning

At times in their lives all children may require support for learning for a range of reasons. Some children may need a lot of support all the way through school. Others may need only a small amount for a short time.

A child is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Reasons for requiring support might include:

- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Communication difficulties
- Being particularly able
- Changing school a lot
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation
- Suffering a bereavement
- Being bullied

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. In partnership with school staff, parents and other professionals (if appropriate), they identify barriers to learning, assess children's needs and support learning and teaching through a relevant curriculum.

Pupil Support Assistants (PSAs) assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general 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.

11 The Child's Plan

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

- Universal Services (Core Provision)
- Universal Services (Support Generally Available)
- Universal Services (Targeted Support)

Targeted and Specialist Services (Multi-Agency)



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

Where a child or young person needs one or more targeted supports, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment using the National Practice Model (*My World Triangle/Resilience Matrix*) would help to identify any wellbeing needs (*Safe, Healthy, Active, Nurtured, Achieving, Resected, Responsible, Included*), and highlights strengths and pressures in the child's situation. Families are fully involved as key partners in these 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 be identified to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire *Getting It Right for Every Child* Website:

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

12 Child Protection

Child protection is the responsibility of all who work with children and families regardless of whether or not they come into direct contact with children. All workers must be fully informed of their responsibilities in respect of keeping children safe. All services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

Equal Protection from Assault (Scotland) Act 2019.

This was introduced on 7 November 2020 and all who work with children have a crucial role in implementing the Act. Instances of reasonable chastisement are now classified as an offence of assault and will be shared with the police.

Within our School we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to follow the Child Protection Procedures laid out for Education.

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. In our school the designated staff are:

Alex Priest (Depute Head Teacher)
Michael Foy (Head Teacher)

Remember – if you suspect a child is at risk, do not rely on someone else to notice.

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

You can speak to designated staff in our school

Social Work Monday to Friday during office hours contact your Children & Families local [Social Work Office](#)

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

13 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right for Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire – National Parent Information Service and Helpline

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

Parent & Carer Involvement and Engagement

The term “parents” refers to anyone with parental responsibilities and others who care for or look after children or young people.

Both globally and nationally it is recognised that parents are the single most important influence on their children’s development, learning and achievement. The involvement and engagement of parents in their children’s learning is recognised as a key element in raising attainment, through support, help and encouragement given at home and whilst at school.

14 Parental Involvement and Engagement Strategy

The Parental Involvement and Engagement Strategy demonstrates the commitment by Aberdeenshire Council to improve the quality and the extent of all parents’ involvement in their child’s learning and the important role they play in their child’s education.

The plan sets out a vision for parental involvement and engagement for the next three years and covers a journey that a child takes from pre-birth to age 18. It highlights the leadership of those who make the difference day in and day out.

<http://publications.aberdeenshire.gov.uk/dataset/parental-involvement-and-engagement-strategy-and-action-plan/resource/02c6596e-8cba-42c7-b28a-ee64086ea42>

15 Parental Engagement

Parental engagement is about parents’ and families’ interaction with their child’s learning. It can take place in the home, at school or in the community: where it takes place is not important. The important thing is the quality of the parent’s engagement with their child’s learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

16 Communication

The school uses a range of approaches to share information about your child’s learning and progress. These include:

- 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
 - Reports – Tracking and Full
-

The school calendar highlights planned opportunities where we welcome you into school for events, and opportunities to talk about your child's progress, wellbeing, and behaviour (see Further Information).

17 ParentsPortal.scot

parentsportal.scot

In support of Aberdeenshire Council's ambition to offer more digital services to its residents, Aberdeenshire primary and secondary schools are rolling out a new national online service called **parentsportal.scot**. This is designed to replace the paper 'schoolbag run', giving a child's registered contacts access to a range of school-related online services, 24 hours a day, 7 days a week.

At the heart of the system, is a secure account through **mygov.scot**, which is referred to as 'My Account' or 'MyAberdeenshire' account. 'MyAberdeenshire' is already used to allow parents/carers to make online payments or receive notifications if a school closes unexpectedly. **Parentsportal.scot** and 'MyAberdeenshire'/mygov.scot will work together, making this a convenient one-stop-shop, to access all Aberdeenshire digital services.

Initially, **parentsportal.scot** will allow parents/carers to see basic information about your child(ren)'s school and twitter account as well as:-

- make a link to your child(ren)
- complete the annual data check process electronically (child's main contact only)
- update their own as well as your child(ren)'s details at any time
- to register and access for online school meal payments using one sign in (iPayImpact)

How do I sign up? - If you **already have a myAberdeenshire account** to pay for school meals through iPayImpact, you can sign up using the same sign in details at <https://parentsportal.scot/home/> You **do not need** to register or set up a new **mygov.scot** account.

If you do not have a myAberdeenshire/mygov.scot account or are looking for more information and videos on how to access to **parentsportal.scot**, please go to <https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/>

18 Learning at Home

Learning at home is the learning which happens in the home, outdoors or in the community. Your home is a great place to support learning. Your child can try out new activities or practice familiar learning, at home and in their wider community.

At our school we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy www.aboyneacademy.aberdeenshire.sch.uk

19 Parent Forum and Parent Council

The Parent Forum is a collective name for all parents, carers, and guardians in the school.

The Parent Council is a group of parents selected by the Parent Forum to represent the views of all parents, carers, and guardians in the school. The Parent Council works with the school to support learning and teaching, school improvement and parental and community engagement.

Contact the Parent Council Chairperson Aileen Longino or Head teacher for more information about getting involved in the Parent Council or email: AboyneAcademyPC@hotmail.co.uk

20 Parents and School Improvement

Our school has a range of priorities that we work on each year which are explained in our School Improvement Plan (SIP). Parents often have helpful and creative ideas about how to improve their child's school and what can be done to improve the quality of children's learning. In our school we will consult with parents in a number of ways. These may include:

- working groups/focus groups which any interested parent is invited to be part of
- questionnaires and surveys
- consultation with the Parent Council

21 Volunteering in school

There are many opportunities for you to support learning in school. These may include:

- volunteering to share the skills and knowledge you have
- supporting children and young people in the classroom
- supporting or lead extra-curricular activities
- directly supporting with specific skills (paired reading for example)

More detail about this can be found using the link below:

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

22 Collaborating with the Community

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

23 Addressing Concerns & Complaints

Aberdeenshire Council recognises the vital role that parents play in supporting their child's learning and is committed to fostering positive relationships with parents. No matter how strong partnerships are, or how good our policies are, sometimes things can still go wrong and there may be occasions where parents wish to express unhappiness or dissatisfaction with council services, policies, or staff behaviour.

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

When a complaint is made it must be handled in accordance with the Complaints Handling Procedure which provides two opportunities to resolve issues internally. In order to maintain positive relationships, it is usually better for all if parental concerns or complaints can be resolved at school/ early years setting level as quickly as possible.

If a concern or complaint cannot be resolved at frontline resolution (Stage 1) then it will progress to Investigation (Stage 2) and a detailed investigation into the matter will be carried out. Complaints that are complex, serious, or high risk and require detailed, lengthy investigation may be dealt with at the Investigation Stage from the outset.

Once the two internal stages of the Complaints Handling procedure have been exhausted, the complainant must be directed to the Scottish Public Services Ombudsman (SPSO) to carry out an independent external review of the process. The SPSO is the final stage of the complaint procedure.

Once the SPSO reaches a decision they may contact the council with recommendations for improvement and will provide dates by which the recommendations must be implemented. The council is required to report back to the SPSO and evidence that the required action has been taken.

School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: www.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-childrens-services-policy-framework/>

24 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 by parent/carers 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.
 - 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 your child feels ill, the Nursing Assistant is available in the First Aid Room at break times and lunch times. Out with those times pupils should report to the School Office. If appropriate staff will arrange for your child to be collected from school. Pupils MUST NOT contact parents directly or return home without first contacting the Nursing Assistant or School Office.

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.

25 Holidays during term time.

The Scottish Government has deemed that holidays taken during term time for primary and secondary children 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/>

26 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:

- Pupils are encouraged to wear a white shirt and navy or black V-neck jumper with school tie (S1-3 Navy, S4-6 Black).
 - An alternative but less smart option is a navy or black sweatshirt with school badge (S1-3 Navy, S4-6 Black) with a white polo shirt with school badge under the sweatshirt. T shirts are not part of the dress code
 - Sensible dark coloured footwear
 - 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). Girls are also not permitted to wear leggings.
 - 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 above and jackets, tracksuits, surfer shorts and T-shirts or sweatshirts decorated with slogans, offensive wording or designs. Hats or hoods should not be worn inside the school building. In the summer months, the building can become hot and if pupils wish to remove their sweatshirt then they must be wearing a polo shirt or shirt and tie. Any pupil who chooses not to wear uniform may be required to sign out one of our stock sweatshirts for a day.

Uniform orders can be placed directly with our suppliers at any time during the school year. You can opt for either home delivery at a small charge or free delivery to the school. You can opt for either home delivery at a small charge or free delivery to the school: <https://aboyneacademy.imagescotland.com/shop>

27 Clothing Grants

Some families may be entitled to a school clothing grant per eligible child per financial year. More information about this can be found at:

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

28 Transport

To qualify for free Home-to-School Transport, Primary school pupils must reside more than 2 miles from and attend their zoned school whilst Secondary school pupils must reside more than 3 miles from and attend their zoned school.

These distances are the shortest available route from the pupil's house to the school gate and can take into account main roads (including dual carriageways), tracks and paths. Pupils will be assigned a collection point, in villages and towns and where safe to do so, pupils may have to walk up to 1 mile to the nearest collection point. Pupils who reside in rural locations are usually collected at the nearest adopted road to them (track end or roadside). School transport vehicles will not use private unadopted roads or tracks. It is the parent's responsibility to escort the pupil to and from their collection point. Application forms for free transport, Form PTU100 can be obtained from the school office.

29 Privilege Transport

Transport provision is also made available for pupils who are not ordinarily entitled to transport. Privilege transport is provided on school transport services subject to spare seating capacity. There are 3 types of privileged transport available.

In-zone Privileged transport

Pupils who attend their zoned school but are under the qualifying mileage can apply for In-zone privilege transport. If there is suitable seating capacity available and an existing route then the application should be approved, if there is not and there is a safe walking route available to the pupil, then it may be rejected. Please also note that if seating capacity is needed for a pupil who is entitled to school transport, In-zone Privilege pupils may be given written notice and removed from transport.

In-Zone Privilege Transport – Safety

Pupils who attend their zoned school but do not qualify due to their residence being under the qualifying mileage can apply for In-zone privilege transport. If there is no safe walking route available to the pupil, they are guaranteed a seat on transport by applying for an In-zone Privilege pass. A pupil who is guaranteed in-zone privilege transport would not be removed to make room for a pupil who is entitled to school transport.

Out of Zone Privilege Transport

There is no transport entitlement to pupils who attend a school which they are not zoned for. Pupils may apply for Out of Zone Privilege transport; pupils are required to meet the nearest available school transport vehicle to them, and it is the parent's responsibility to bring the pupil to the nearest collection point. Out of Zone Privilege transport pupils may be removed, with written notice, at any time for In-Zone Privilege and Entitled transport pupils.

Application forms can be obtained directly from your child's school. For further information, see the Council website:

<https://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/school-transport/> or contact: school.transport@aberdeenshire.gov.uk

Local Bus/Registered School Bus Services

Some services operate as registered bus services. These operate on a fare paying basis and pupils will be required to pay fare to the driver or purchase a season ticket for travel.

30 Early Learning & Childcare Transport

Transport to early learning and childcare 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.

31 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils with additional support needs who access enhanced provision or community resource hub level support. In certain cases, it will be appropriate for pupils 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 Local Authority will consult with the Community Child Health Service before deciding if free transport should be provided.

32 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 condition contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

Before the start of the school day...

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

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

- **Northsound 1**
FM 96.9
 - **Northsound 2**
MW 1035 kHz
 - **BBC Radio Scotland**
FM 92.4 - 94.7 MW 810 kHz
 - **Moray Firth Radio**
FM 97.4 MW 1107 kHz
 - **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

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

33 Storm Addresses

When there has been severe snowstorm 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 parent's 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.

34 Change of address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number or circumstances is amended via your parentsportal.scot account (see Menu section 'Your Account') or 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.

35 Anti-bullying Guidance

What is Bullying?

Aberdeenshire Council Education and Children's Services define bullying as the following:

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.

Bullying can be verbal, physical, mental/emotional, or cyber and is behaviour and impact. It can be intentional or unintentional, direct or indirect, persistent, or a one-off incident. The impact is on a person's ability to feel in control of themselves.

Bullying can be verbal, physical, emotional, or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one-off incident. People who experience bullying behaviour feel vulnerable and/or socially isolated.

What will the school do about it?

Schools should promote consistency of response to instances of bullying behaviour using a 6-step approach. They will:

1. Record the Incident
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

Aberdeenshire Council Education and Children's Services Anti-Bullying Policy is due to be reviewed and updated in 2019/20.

More information can be found in our School's anti-bullying guidance via this link - [Aboyne Academy](#)

Copies of this school guidance can also be accessed via the School Office.

36 School Meals**Secondary School Lunches**

Our academies offer a breakfast, morning break and lunch service. This is very different from the service in our Primary schools and is popular with Academy pupils.

A Fusion App is available and works alongside our normal counter service. Academy pupils can order their lunch straight from their mobile device and then pick it up from a designated collection point at lunchtime. Fusion Mobile also allows pupils to check their balance. To place an order funds must be available on their account.

Secondary school menu and prices

To view the available options and their prices see the links below.

View the

- secondary schools menu (pdf 2.1MB)
<https://www.aberdeenshire.gov.uk/media/25376/secondary-menu-price-list-poster-a0.pdf> and the
- pupil price list (pdf 61KB).
<https://www.aberdeenshire.gov.uk/media/24060/secondary-pupil-price-list-2019.pdf>

There are many benefits of having a school lunch:

- Food prepared daily by trained catering staff
 - Choice of three main courses each day
 - A range of sandwiches as an easy alternative to a home packed lunch
 - A delicious and varied menu offering great value
 - A complete school meal provides 1/3 of a child's daily nutritional needs
-

Additional information regarding Secondary school meals can be obtained via this link

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

Online payments system

We are encouraging parents/carers to register for online school payments due to COVID-19 to eliminate handling of cash. Parentsportal.scot is the recommended way to register to access all school payments including school meals.

Parentsportal.scot is securely linked to a myAberdeenshire account and to register follow this link

<https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/>

Please ensure there are always sufficient funds on your child's account prior to sending them for school meals. There is a formal debt recovery process for accounts that fall into debt.

If you are having difficulty making payments, please contact the school office as we are here to support families and will do whatever we can to assist you.

Free School Meals Information

Am I entitled to free school meals?

Click on the link to find information that explains the free school entitlement and how to go about it.

<https://www.aberdeenshire.gov.uk/schools/school-info/assistance/free-school-meals/>

If you have difficulties obtaining access to free school meals, please speak with your school and we will work together to provide assistance.

If you require any further information regarding School Catering send a message to this email address - schoolmeals@aberdeenshire.gov.uk.

37 Healthcare & Medical

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

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

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

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

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

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

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

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

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

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs can 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 the link below to our policy and guidance: Supporting Children and Young People with Healthcare needs and managing medicines in Educational Establishments

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

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

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

addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

38 Schools and Childcare – Coronavirus

Information for parents, carers, and young people on return to school arrangements in Aberdeenshire schools and early learning facilities.

- [New term arrangements](#)
- [Contingency planning](#)
- [School meals](#)
- [School transport](#)
- [Family Information Service](#)
- [Shine a Light on Lockdown](#)

If you are a British Sign Language (BSL) user, please watch our video explaining out schools and childcare arrangements. You can also contact us via [contactSCOTLAND-BSL](#), an online British Sign Language interpreting service.

39 Exclusion

The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour. Where pupils who display behaviour, whereby attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there, and where other forms of support have proved unsuccessful, the Authority exclusion policy may apply. For further information on exclusions contact the school or go to:

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

40 Educational Visits

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

There are grants available through the Aberdeenshire Educational Trust to help with the cost of school trips. For further information go to:

<https://www.aberdeenshire.gov.uk/benefits-and-grants/educational-grants/>

41 Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. Most 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.

100 days commitment: ending charges for instrumental music tuition in schools

A commitment made in the SNP's 'First Steps' document and reaffirmed by the First Minister in Parliament on 26 May, was to abolish fees for instrumental music tuition in schools within the new Government's first 100 days. Ministers and COSLA Leaders have agreed to the initial one-year removal of fees

For further information go to:

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

42 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:

<https://www.aberdeenshire.gov.uk/schools/school-info/assistance/ema/>

43 Public Liability Insurance

Aberdeenshire Council holds 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 Claims Handling Agents and compensation is dealt with on a strict legal liability basis. This means that there is no automatic compensation, the Council must be found negligent in order for any compensation to be offered by our Insurers and / or Claims Handling Agents.

Whilst the school will exercise reasonable care for pupils' property, it is inevitable that property will be lost or damaged from time to time. Pupils' property which is worn or brought to school or left in bags/cloakrooms is at their own risk. This includes but is not restricted to personal items such as jewellery, phones/tablets watches and bicycles. Aberdeenshire Council cannot accept responsibility for loss or damage unless caused by negligence of the school or staff.

44 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 (as specified in the policy) , curtailment and

change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports), subject to policy terms and conditions being met.

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.

Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

Where trips are booked and have subsequently to be cancelled because of any Covid related event then insurance will not be valid. This will of course be reviewed periodically.

Please be advised, however, that the Duty of Care aspect below is not insurance related:

Duty of Care

The Authority has a duty of care in respect of pupils in its charge during school hours and as such must take reasonable steps to ensure the safety of all primary and secondary pupils. 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.

45 Data we hold and what we do with it.

The UK's Data Protection Act (DPA) 2018 enacted the EU GDPR's requirements into UK law and, with effect from 1 January 2021, [the DPPEC \(Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\)\) Regulations 2019](#) amended the DPA 2018 and merged it with the requirements of the EU GDPR to form a new, UK-specific data protection regime that works in a UK context after Brexit as part of the DPA 2018 and is known as the 'UK GDPR'.

Aberdeenshire Council is committed to full compliance with these regulations. When you are asked for information by Education & Children's Services, we will tell you why we are collecting the information, how long we will hold it and the legal basis for gathering this information. A Privacy Notice has been issued to all schools relating to the information we hold on yourself and your child/ward.

46 The information we collect from you

Aberdeenshire Council collects personal data and information about your child in order to provide your child with a school education.

We will normally only share information (other than in child protection situations) in order to provide services for your child as part of his/her school education. We collect special category data about your child and process this because it is in the substantial public interest.

The information held by Aberdeenshire Council is used to assess, plan, coordinate, deliver, and quality assure the education services to your child. The Council does not use an automated process for making decisions about your child or the services required; decisions are made with you. We will keep this information for a period of 5 years from the maximum school leaving age of your child, as required to by The Pupils' Educational Records (Scotland) Regulations 2003, unless we have a legal responsibility to keep the information for a longer period of time.

47 Your Data, Your Rights

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at:

<https://www.aberdeenshire.gov.uk/online/legal-notice/data-protection/>

Alternatively you can contact the Council's Data Protection Officer by emailing DataProtection@aberdeenshire.gov.uk or in writing to: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

You also have the right to make a complaint to the Information Commissioner's Office, (www.ico.org.uk). They are the body responsible for making sure organisations like the Council handle your data lawfully.

The Council is required, where it is the data controller, to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible, and easily accessible way and must be written in clear and plain language. All Education & Children's Services Privacy notices are available on our website at:

<http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notice>.

48 Parental Access to Records

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 2018. An Access Request 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/your-data-matters/>

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>

49 Information Sharing

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 2018 and Human Rights Act 1998 adheres to this as part of our current routine practice.

50 ScotXed

ScotXed is a term used to represent the Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate.

ScotXed have legal powers to request data with regards all children and young people being educated in Scotland's schools, with the information collected about pupils and staff in schools used to help to improve education across Scotland. They do not collect the names of your child/children and they do not receive any contact details the school may have for you (e.g. telephone number, email address), and no information is published or made publicly available that would allow your child/children to be identified. More information on what and why they need data about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

If you have any concerns around the national ScotXed data collections, you can:

- Contact the Data Protection & Information Assets team at the Scottish Government on dpa@gov.scot, or
 - The Head of Education Analytical Services, Mick Wilson, on at mick.wilson@gov.scot,
 - You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
 - Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.
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Further Information

The links below take you to the most up to date information on these topics.

Aboyne Academy Parent Council

<https://aboyneacademy.aberdeenshire.sch.uk/parents/parent-council/>

Stats for Attainment

The Scottish Government have developed a “School information dashboard” that provides a range of statistical information about each publicly funded school in Scotland. This includes school attainment information about Curriculum for Excellence Levels Achieved (for primary and secondary schools) and attainment in National Qualifications (for secondary schools).

The dashboards can be consulted [here](#)

School Events Calendar & holidays

<https://aboyneacademy.aberdeenshire.sch.uk/parents/parent-calendar-2021-22/>

Assessment Calendar

| Important Dates | Type of Assessment/Report |
|--|---|
| Friday 22 nd September 2021 | S3 Tracking Report 1 issued |
| Friday 30 th September 2021 | S4-6 Tracking Report 1 issued |
| Thursday 14 th October 2021 | S1 Settling-In Reports issued |
| Wednesday 24 th November 2021 | S2 Tracking Report 1 issued |
| Monday 20 th December 2021 | S4-6 Full Report issued |
| Monday 6 th December – Friday 17 th December 2021 | S3 SNSA (Scottish National Standardised Assessments) |
| Thursday 20 th January 2022 | S3 Full Report issued |
| Tuesday 18 th January – Wednesday 9 th February 2022 | S4-6 Prelim Dates |
| Thursday 28 th January 2022 | S1 Tracking Report 1 issued |
| Thursday 10 th February 2022 | S2 Full Report issued |
| Thursday 10 th March 2022 | S4-6 Tracking Report 2 issued |
| Tuesday 26 th April – Friday 2 nd June 2022 | Higher/A Higher SQA Exam Period |
| Monday 16 th May 2022 | S1 Full Report issued |

Aberdeenshire Council School Holiday Calendar

<https://www.aberdeenshire.gov.uk/schools/school-info/school-term-dates/>

Map of catchment area

<https://gis.aberdeenshire.gov.uk/maps/map.aspx?geolocate=true&resolution=2&initialDialog=localKnowledgeDialog>
