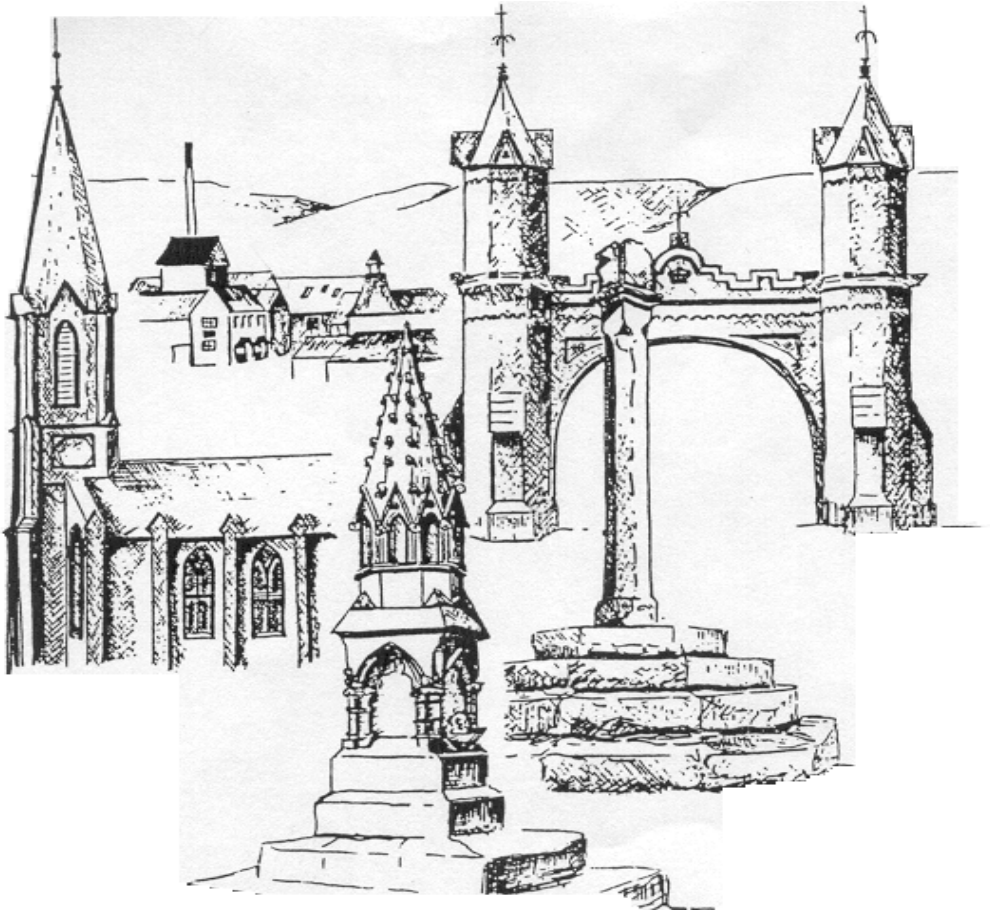


FETTERCAIRN PRIMARY SCHOOL



Session 2016/17

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

Fettercairn Primary School

***Distillery Road
FETTERCAIRN
AB30 1YB***

Telephone - 01561 340250
Fax - 01561 340541
E mail - fettercairn.sch@aberdeenshire.gov.uk
Information Line - 0870 054 4999 021690
Website - www.fettercairn.aberdeenshire.sch.uk

Dear Parent/Carer,

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

We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at Fettercairn Primary School. The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

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

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

Yours sincerely

Mr Ian Clarke
Head Teacher

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

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

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Section 1

General School Information

SCHOOL CONTACT DETAILS

Head Teacher: Mr Ian Clarke

School name: Fettercairn Primary School

Address: Distillery Road, FETTERCAIRN AB30 1YB

Telephone Number: 01561 340250 (You can leave a message on this line.)

Website: www.fettercairn.aberdeenshire.sch.uk

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

Type of School – primary school with nursery Present Roll: Nursery 20 Primary 53

Denominational Status – Fettercairn School is a non denominational school.

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

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

Information Line 0870 054 4999 021690 (Please do not use this line to leave messages for the school.)

Adverse weather and emergency closure - www.aberdeenshire.gov.uk/closures

Please see page 13 for further information regarding adverse weather and emergency closures.

Local Area Office: Queen's Road, Stonehaven AB39 2HQ Tel: 01569 766960

Quality Improvement Officer: Mrs D Masson, Local Area Office, Queen's Rd, Stonehaven AB39 2HQ 01569 766960

Director of Education & Children's Services: Mrs Maria Walker, Woodhill House, Westburn Rd, Aberdeen AB16 5GB 01224 665420

FETTERCAIRN SCHOOLBACKGROUND INFORMATION

Fettercairn School provides education for children aged 3 – 12 i.e. from ante-pre school nursery – P7.

Fettercairn Primary School has 3 full time teaching staff, a nursery teacher and nursery nurse. The Head Teacher is class committed. We also have 1 visiting specialist who provides support for learners one day per week. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs. Our Active Schools Coordinator provides a range of additional active and sporting activities for the children.

The staff are supported by 1 school administrator/clerical assistant, 3 pupil support assistants, 2 kitchen staff, 1 cleaner and 3 part time janitors. On leaving Fettercairn Primary School the pupils transfer to Mearns Academy. Fettercairn School is part of the Laurencekirk Community Schools' Network and works closely with the other 6 schools in the Network.

Community links are a valued part of school life. The school is used for a range of community activities. The Head Teacher is invited to attend Community Association meetings as well as Village Hall Committee meetings. The school has a very supportive Parent Council and associated sub groups. These groups support school improvement activities and raise additional/ funds to provide many extras for the pupils in the school.

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

planned improvements in the school.

HMIe last inspected the school in 2008, with a follow up visit in 2010.

The school is accredited at commitment level as a Health Promoting School, and has also been recognised as a Bird Friendly School.

VISITS OF PROSPECTIVE PARENTS

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

Admission/Enrolment

Nursery Admissions: There are 20 places available in Fettercairn Nursery. Every child is entitled to a fully funded early learning and childcare place at the start of the term following their third birthday. All parents should submit an application form for their child to the nursery of their choice during admissions period. It should however be noted that should a place not be available at the first choice of nursery, a place will be offered in an alternative provision in accordance with Aberdeenshire Council Policy. Some two year olds are also eligible for free early learning and childcare in centres throughout Aberdeenshire. For more information on this please visit earlylearningchildcare.scot. Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional support needs in accordance with the Additional Support for Learning Act 2006. Health & Social Services may identify these children and parents should complete the Additional Support Needs Information on the Application Form. These applications will then be taken to a multi-agency panel that considers each case in terms of need. Information regarding enrolment is publicised in the local press early in the calendar year and communicated to parents through the school bulletin. For further information go to www.aberdeenshire.gov.uk/parentscarers/pre_school/index.asp

Pupils who attend our nursery department are taught by appropriately qualified staff who are registered with their professional bodies. All settings adhere to Care inspectorate guidelines and standards. Nurseries are open to announced and unannounced inspections by this body. Children's early learning follows Curriculum for Excellence 3-18 guidance and principles and Building the Ambition national practice guidance on early learning and childcare. Parents should be aware that children who attend nursery at Fettercairn School but who do not live in the Primary School catchment area will not automatically move into our Primary School. Further details can be had from the Head Teacher.

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 the middle of August. Those whose fifth birthday is between the middle of August each year and the end of February the following year may also be admitted. Details of the enrolment dates are advertised in the local press by Aberdeenshire Education & Children's Services Dept. Further information is available at www.aberdeenshire.gov.uk/schools/information/primary-school-registration-2015/

Parents of children joining the school in classes in the middle of a school session should contact the head teacher who will agree a start date for the child and make arrangements for the parents and child to visit the school.

School Zone

A map showing the school zone/catchment area is included at the back of this booklet. Please note that children who live within the school catchment zone for Fettercairn Primary are automatically entitled to a place in Fettercairn Primary. Please use the zone map to check whether or not you live within the Fettercairn School catchment. If you live outwith the zone, the Education (School and Placing Information) (Scotland) Regulations 2012 will allow you to request admission to the school. However out of zone admissions are not guaranteed and pupils out of zone are not entitled to free school transport. They are also not guaranteed a place at Mearns Academy and parents would need to submit a further placing request before transition to S1.

Further information is available in Notes for Parents Aberdeenshire Council

www.aberdeenshire.gov.uk/schools/parents-carers/school-info/notes-for-parents/

ORGANISATION OF THE SCHOOL DAY

Opening & Closing Times:	Morning opening:	9.00am
	Morning interval:	10.45am-11.00am
	Lunch Break:	12.30pm-1.30pm
	Afternoon Session:	1.30pm-3.15pm
	Nursery:	9.00am-12.10pm

Any variation in normal school times will be intimated to parents by the Head Teacher in writing.

EARLY LEARNING AND CHILDCARE SESSIONS

School Uniform

It is the policy at Fettercairn School to have a school uniform and we welcome parents' support. This helps to instil a sense of pride and team spirit within our school. The uniform consists of grey/black skirt/trousers, blue/white polo shirts and school sweatshirts. School gym t-shirts are also available from Mistletoe, High Street, Laurencekirk. The wearing of denim is discouraged. We can also provide 'nearly new/recycled' sweatshirts for parents who would wish to make use of these.

All children require an indoor pair of shoes to be worn within the building. This can be P.E gym shoes/trainers or any other pair of indoor shoes you wish to supply. Please check them from time to time to ensure they fit your child's feet properly. Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

PE Kit consists of – T shirt which tucks into shorts, standard length shorts, socks, gym shoes (preferably with Velcro or elastic fastening for younger pupils) all kept in a gym bag.

With regard to safety, the wearing of jewellery (which we actively discourage) is not permitted during PE lessons. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons. (Parents should provide a named roll of surgical tape for this purpose.) Shoe string strap tops are also discouraged for safety reasons as they can catch on gym apparatus.

The school requests that football team tops and designer garments are kept for home use as these can provoke conflict amongst the pupils.

All clothing brought to school **should be named or marked** in some way, as it is difficult for children to distinguish their own clothing from that of others. Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.

Pupil Belongings & Valuables

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

Valuables

The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear ear rings must wear studs as opposed to hoops or dangly ear rings. Children should not bring electronic games, mobile phones or other expensive items into school.

School Equipment

The school provides all of the books and equipment that your child will need to use in school, however many children like to bring their own pencil case and equipment. We would suggest the following pencil case contents – HB pencil(s), a ruler – marked in centimetres, a rubber and some colouring pencils. Children will also require a school bag to carry their belongings and equipment to and from school.

In P1 children receive a ‘book bag’ for keeping homework jotters and reading books in. This helps to keep these resources in good order. Please note, should reading books be lost or damaged, parents are requested to pay £3.00 towards the cost of a replacement.

Arrival at School & Playground Information

Parents are advised not to send children to school before 8.50am as teachers are preparing work in their classrooms. A pupil support assistant will be on duty in the playground from 8.45am to help look after the children. **However there is no legal requirement to have a member of staff in the playground area supervising the children where the school roll is fewer than 50.**

Children will have access to the cloakrooms/toilet areas but not to the school unless the weather is very wet. If very wet they will have access to the hall where they can use their wet weather activity equipment.

School transport pupils, whose parents have no control of their children’s arrival time, will be allowed into the building if the weather is excessively wet or windy. School transport will not drop off pupils more than 20mins before the start of the school day.

During morning and lunch breaks all the children have access to the playground equipment and resources. A member of staff supervises children in the playground during lunch/break times.

If your child has an accident in the playground, he/she will be treated by a first aider. Your child will be given a minor injury slip, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries. **(Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)**

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year. Children who go home for lunch should remain at home until 10 minutes prior to the start of the afternoon session especially on cold, wet days. Your co-operation in this matter will help with the supervision of the children who remain at school.

In accordance with Aberdeenshire Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground nor throw snowballs.

At the end of the school day, P1 – P3 pupils who do not go home on school transport should be collected outside the main pupil entrance. Please ensure your child knows who he/she is going home with if you are unable to collect your child. For health & safety reasons, dogs are not permitted in the school grounds. For security reasons, the outer school doors will be automatically locked once children are inside school at the start of the school day and at the end of the school day. See Nursery handbook about arriving at and leaving Nursery/Adult collection etc.

School Office

The school office is manned from 8.40am from Monday to Thursday. The school has an answering machine for leaving messages. All messages are collected by 9.00am each morning. Where a response is required, we aim to do this as soon as possible.

Any visits to the school in person should be made through the main entrance. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

School Meals

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required. Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. These can also be found by following the link http://www.aberdeenshire.gov.uk/schools/school_meals/index

As of August 2014 the Scottish Government committed to giving all children in P1-3 the option of a school meal free of charge and this is provided. Children in P1-3 who wish to take a packed lunch on occasions may still do so. This scheme however does not apply to children in P4-7 who should continue to purchase tickets in the same way. Some children in P4-7, however, may be entitled to a free school meal, details of which can be found at the back of this booklet.

For current school meal charges please check on the webpage noted above. You can purchase tickets by visiting the school kitchen from 8:45am until 9:00am on a Monday morning or by providing your child with the money in a sealed envelope with clear instructions about number of tickets to be purchased along with your child's name and class. School dinner tickets should be bought on a Monday. Remembering to send your child to school with dinner money on a Monday helps greatly with administration time. Should a child forget his/her dinner money, they will still receive a school dinner, and you will be contacted regarding payment. Please make cheques payable to Aberdeenshire Council.

Before lunch, the children wash their hands and proceed to the dining hall in a quiet and orderly fashion. Children sit at “family grouped” tables where we encourage the older pupils to help the younger ones and promote appropriate behaviour, manners etc. Children are encouraged to eat all of their lunch, but not forced. If we feel that a child is not eating enough at lunchtimes we will contact you. Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

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, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to accommodate these diets by parent/guardian completing Admission Form D available from the school administration office.

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

“Playpiece”

Children should be sent with a snack for their “playpiece”. Fizzy drinks are not permitted in school. As a health promoting school, we encourage healthy options. The children also have the option of buying something from the tuck shop. Children should not share their playpiece with others in the playground as they may inadvertently cause another child to have an allergic reaction. (eg nut allergy – resulting in anaphylaxis.)

School Tuck Shop

This operates daily from the community kitchen. A range of snacks provided by the school kitchen are provided at a cost of 20p each. In keeping with healthy eating initiative, we allow children to purchase a maximum of two items (including a drink) from the tuck shop.

See Nursery handbook for information about snack and costs.

Pupil Absence Procedures

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal actions of adults. It is important that staff and parents continue to work together to develop and improve arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education & children’s Services has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

Attendance and Absence Procedures

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Absence of pupils travelling on School transport must also be communicated to the

bus company or (where known) the bus driver. Regular and punctual attendance is linked closely to achievement and school staff would wish to work with parents to ensure that children can achieve fully. The school is required by law to **maintain an accurate record of the attendance and absence of each pupil** and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. This will involve a phone call to the parents soon after 9.30am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams. 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. On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your 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 www.aberdeenshire.gov.uk schools information, term and holiday dates.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place outwith the school day.

Communicable/Infectious Diseases

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

Head lice

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

Asthma Inhalers

It may be necessary for pupils to require asthma inhalers during school time. Children should be able to administer their own medication and should provide a reserve inhaler/supply of medication to be kept in a secure place in school. **Medical Form 4 should be completed, available from the school office.** Parents of children who carry their own inhalers should supply a spare named inhaler just in case your child's inhaler is lost or misplaced. These are also required for school trips and outings.

Supporting Pupils with Medical Needs

The Authority has introduced a policy with regard to Supporting Pupils with Medical Needs that sets out clear guidelines for the administration of medicine to protect both staff and pupils. Parents are responsible for supplying information about medicines that their child needs to take at school, and for letting the school know of any changes to the prescription or the support needed. The parent or doctor should provide written instructions. **It should be noted that no medication can be administered by the school to a pupil under 16 without the parents' written consent.** It is important that parents be aware of the following points:

- i) Children who are feeling ill **should not** be sent to school.
- ii) There is no legal duty which requires school staff to administer medication; this is a voluntary role. Therefore, whenever possible, arrangements should be made for prescribed medicine to be administered by the parent or parents' representative during school hours or to be prescribed in dose frequencies which enable it to be taken outside school hours. This will reduce the need for forms being completed timeously and also to avoid storage of medicines in school.
- iii) It is a parental responsibility to inform the school of their child's medical needs. It is important for the school to have sufficient information about a medical condition of any pupil with long term medical needs. The information will be shared with staff on a need to know basis, in the best interests of the child.
- iv) It is good practice to allow pupils who can be trusted to do so to manage their own medication e.g. inhalers from a relatively early age. If pupils can take their medication themselves, staff may only need to supervise this or remind them.

- v) School staff should generally not give non-prescribed medicines to pupils. Non-prescribed medicines (e.g. throat lozenges) should be taken with the permission of the class teacher.

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

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

Parental Role

We would like you to:

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

Also:

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

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

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

When will schools be closed?

Head Teachers decide if and when schools should close due to bad weather or other emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night.

During bad weather some staff may not be able to get to school – so the school may have to close because there are too few teachers present. Sometimes only part of the school will be closed or only some of the pupils will be dismissed early. If you are concerned about local weather conditions contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

Nursery, Primary and Special Schools

If 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.

What education might my child be missing?

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

Arrangements can be made for lost time to be made up and examinations can be rearranged.

At Fettercairn School, pupils and/or parents can request a "snow pack" for completion during emergency closures. Information regarding the continuation of learning may also be posted on GLOW or the school website.

Further Information

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

Northsound 1

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7 MW 810 kHz

North East Community Radio

FM 97.1 - 106.4 Tel: 01467 632878

Original 106 FM

Tel: 01224 293800

Northsound 2

FM 96.9 Tel: 01224 337000

Moray Firth Radio

FM 97.4 MW 1107 kHz

Waves Radio

FM 101.2 Tel: 01779 491012

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

www.aberdeenshire.gov.uk/closures

You also have the option to sign up to receive email alerts when your school(s) updates their closure status: www.aberdeenshire.gov.uk/alerts/index.asp

School Information Line for snow closure

Tel: **0870 054 4999** then **021690**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

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

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

Education Offices (9am – 5pm): Banff – 01261 813340 Fraserburgh – 01346 515303

Peterhead – 01779 473269 Inverurie – 01467 620981 Stonehaven – 01569 766960

Contact Details

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

Parking

All parents are asked to park in The Square, Fettercairn and when parking respect the needs of local residents. The bus lane should be kept clear at all times. Children who walk to school should use the entrance gate on Distillery Road.

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. If for any reason you do not require school transport on a particular day then it is expected that you contact the service to inform them of this.

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.

Privilege Transport

Pupils who live within two miles of primary 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

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

Section 2 Curriculum and Assessment

Fettercairn School Aims 2015

Responsibility

- Deliver a relevant broad and challenging curriculum, which offers continuity, progression and choice.
- Work in partnership with the wider community.
- Continual evaluation leading to improvement.

Achievement

- Provide quality teaching.
- All success is celebrated.
- Every member of the school is encouraged to achieve their best.

Support

- Provide a safe, caring, healthy, happy and well resourced learning environment for all.
- Encourage everyone to be motivated, active and independent learners.

Respect

- Have dignity, self-respect and consideration for others
- Respect for our environment.
- Welcome diversity and change.

Positive Behaviour Management

We are fortunate in this school in feeling that most problems can be dealt with within the school situation. However we cannot allow the disruptive behaviour of any child to spoil our happy, productive atmosphere and therefore in extreme cases parents will be informed and together we will set out to tackle the difficulty. If a high standard of discipline is to be maintained it is important that parents support the staff in their policies, decisions and use of sanctions.

Discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned. Extensive work was done by pupils and staff in agreeing a set of positive rules for the conduct of all in the primary. These are prominently displayed throughout the school and will be reinforced at assemblies during the year. Good behaviour will at all times be recognised and rewarded rather than continual criticism being made of bad behaviour.

A copy of the school's Positive Behaviour Policy is available from the Head Teacher

Promoting Positive Behaviour

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. Certificates are presented to individual children for effort and special achievements at assemblies. Evidence of this good work is displayed on our walls in the dining hall for all to see. Fettercairn School has a very active and successful reward systems based on 'Class Dojo' and 'Marbles in a jar'. See Nursery Handbook on managing nursery pupil behaviour.

Bullying

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

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is *not* bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is *not* bullying. **Sustained victimisation** is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Fettercairn School are few and far between.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.

Restorative Approach to Bullying Behaviour

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

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

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

CURRICULUM

Curriculum for Excellence

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

Principles for Curriculum Design

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

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

Curriculum Entitlements

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

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

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

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

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

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

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

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

School Policies

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

The Curriculum for Excellence is structured into different levels.

Early The pre-school years and P1, or later for some.

First To the end of P4, but earlier or later for some.

Second To the end of P7, but earlier or later for some.

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

Third and Fourth intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

Senior phase S4 to S6, and college or other means of study.

EDUCATIONAL OUTINGS/VISITS

These play an important part in our school curriculum. They vary from local studies within walking distance of our school to a variety of visits further away. Where transport and/or admission fees are required you may be asked to contribute a little towards the cost in order to defray our expenses.

Learning and Teaching

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles. We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning. Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

There are circumstances when all pupils in the class are given the same task. In these circumstances teachers will look for and accept different levels of outcome based on their knowledge of the individual child's strengths. By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that not only will each of them gained an awareness of his/her full potential, but will want to fulfil that potential.

Arrangements for Pupil Choice and their Involvement in What and How they Learn

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

Further information about Aberdeenshire's curriculum framework can be found at www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf

Further information about Curriculum for Excellence can be found at www.educationscotland.gov.uk/thecurriculum

PUPILS' INVOLVEMENT IN THE LIFE OF THE SCHOOL

Taking Responsibility

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

- Buddies – P7 pupils are paired with P1 pupils and help them to settle into school life
- JRSO (Junior Road Safety Officer) – delivers important messages on road safety
- Young Leaders – teaching younger children to play co-operatively
- ECO group – help the school become more environmentally friendly
- Gardening Group/Enterprise Group/Rights Respecting Schools Group
- Pupil Council – making decisions about charity events and improvements to the school.

Assessment & Reporting

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment information is used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes. The overall purpose of assessment is to support learning. Staff at Fettercairn Primary use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children **Make, Say, Write** and **Do** and planning teaching activities to support future learning

National advice outlines that for learners to demonstrate that their progress is **secure** and that **they have achieved a level**, they will need opportunities to show that they:

- Have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- Can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- Can **apply** what they have learned in new and unfamiliar situations

Reports will reflect their progress within and through the level. The focus is no longer on how fast learners progress and achieve the levels since this can lead to superficial approaches to learning. Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of 'how much' and 'how well' learning takes place, as well as a learner's rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It acknowledges that children and young people progress and achieve in different ways and at different rates.

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once next steps in learning are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate. More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources.

It is planned that all Aberdeenshire schools will use PIPS standardised assessments (Performance Indicators in Primary Schools) in P1 and InCAS standardised assessments (Interactive Computerised Assessment System) in P3, P5 and P7. These assessments provide Quantitative Data to support other sources of assessment evidence to provide the fullest picture of progress in learning for individual children and within schools.

In the Laurencekirk Community Schools Network moderation also takes place. This involves teachers from different schools comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, and samples of work sent home, through visits to school for open days and class assemblies and through visits to school for more formal parent interviews.

During parent interviews, information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home. School reports are sent home around April of each year. Parents and pupils are invited to add their comments to these reports.

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be produced in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

We also invite parents to make us aware of their children's achievements outside school on an ongoing basis. Parents are welcome to request an interview to discuss their child's progress at other times during the school session should they wish.

REPORTING PROGRESS TO PARENTS

Two sets of parent interviews are held during the session. The first, near the end of the calendar year. This timed meeting provides the opportunity to exchange information on how the pupil is progressing academically and socially since August. We hope that all parents take up the offer to meet with us at this time. Written reports are issued in May telling parents of what the children have achieved and attained. The reports also give an indication of future plans for the pupil. On issuing the written reports parents or teachers may request a meeting to discuss identified area(s) / of concern. A specific date will be set for these meetings. Parents and teachers might have meetings outwith these times should either feel that they are necessary or beneficial for the pupil's progress.

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. The approach is inclusive and entitles all children and young people to learn new languages. All language learning is important and will be recognised and celebrated as an achievement.

By 2020 language learning will be part of the everyday life of the classroom from P1 onwards. The entitlement to study the first foreign language will continue into secondary until at least the end of S3 with opportunities to continue into the senior phase. By beginning language learning early there will be more time to develop learner's language skills and knowledge of language so that they will have a greater understanding of how languages work as they go through school.

In Aberdeenshire the first foreign language will be either French, German or Spanish. In Fettercairn School this language is French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

From P4 / P5 our learners will be introduced to another foreign language.

All schools in our cluster will continue to plan together to make sure that what learners do in secondary school builds on what has been learned in primary school. This will ensure that learning languages remains an appropriately challenging and rewarding experience for learners as they move into secondary.

We are committed to this new approach to language learning because learning languages can play an important role in helping young people to develop their literacy skills, including literacy in their first language, whether this is English or another language. Through languages, learners have opportunities to:

- develop and improve their skills in listening, talking, reading and writing
- get a feeling for how languages work
- learn how to communicate ideas and information in their own language as well as in the new languages they learn
- become familiar with different texts and media in different languages
- Develop skill which will help them further for learning, life and work.

Homework

Fettercairn Primary School recognises the important role which parents can play in helping children understand and consolidate their school-based learning. Parents can only do this when the school shares its expectations with them and communicates its policy on homework to them. Homework is very often a reinforcement or extension of classroom learning and it can provide an opportunity for sharing, with parents, the work done during the school day. The provision of regular homework throughout the school should help to encourage the involvement of parents in their child's learning and strengthen home-school links. (For more details please see school policy)

Extra Curricular Activities

At Fettercairn School a range of extra curricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running these clubs. Information regarding current clubs (including those led by Active Schools) and extra curricular activities will be communicated throughout the year via school bulletins. A range of Cultural, sporting and arts opportunities are offered as these become available.

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 <http://www.aberdeenshire.gov.uk/school/ims/>

SENSITIVE ASPECTS OF THE CURRICULUM

Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at www.aberdeenshire.gov.uk/about/equality.asp

Religious and Moral Education

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

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

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

- Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

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

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum. Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.

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

Key learning themes from nursery through to P7: are as follows:

Early Years – P4

- Friendships and relationships - Carers and people who look after us
- Respect and appropriate behaviour - Keeping safe
- Similarities and differences - The growing body and body parts (correct terminology)

P5/6/7

- Wide ranging friends and relationships - Health and wellbeing of others
- Changing relationships – Respect and appropriate behaviour
- Emotional issues – Puberty and personal hygiene
- Keeping safe – Giving birth – Looking after a baby – role of parent/carer

These areas are not taught in isolation, but are included across many areas of the curriculum. In addition to the learning areas, the following topics may be discussed at age appropriate stages:

- Physical development – e.g menstruation, reproductive parts
- Sexual behaviour (e.g masturbation) – Contraception and safer sex
- Sexually transmitted infections – Sexuality and gender

ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION

Parents/carers/guardians

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong. Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school. Actively support the work of the school.

School

Building supportive and positive communication with parents.

Encouraging parents to view the teaching and resource materials.

Dealing with parental concerns.

Providing staff with appropriate training and support.

Actively seek parents' support through activities such as: homework tasks, questionnaires, training, workshop and information sessions.

Using Appropriate Language

Some families use a range of different names for intimate parts of the body. This can lead to confusion for some children. We would appreciate, therefore, your support in using the correct names for body parts from pre-school through to Primary 7.

In early and lower primary the curriculum focus is on:-

handling and understanding relationships, personal and physical changes, respecting oneself and others.

In middle to upper primary more detailed information will be made available for parents regarding content and vocabulary used.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the head teacher or designated member of staff so that appropriate alternative arrangements can be made. For further information about specific resources or programmes of work please contact the school.

DRUGS EDUCATION/SUBSTANCE MISUSE

The Aims of Substance Misuse Education

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

<http://arcadalite.aberdeenshire.gov.uk/?p=2930>

An effective Substance Misuse Education programme should aim to:

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

At Fettercairn School programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.

Section 3 Parental Involvement Pupil Welfare

PARENTAL INVOLVEMENT Fettercairn Parent Council

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

The main functions of the Parent Council are to:

- Support the school in its work with pupils and parents
- Represent the views of parents
- Promote contact and communication between the school, parents, pupils, the community, nursery and other providers
- Report to the Parent Forum

Our Parent Council will continue to promote through its fundraising activities and functions opportunities for parents, pupils, staff and the wider community to interact socially thus enhancing the friendly welcoming nature of our School Community.

Communication

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this. A school newsletter is sent home regularly, detailing information about school events and activities.

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

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

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

In the autumn term, you will be invited to attend a parent interview. This is a chance to meet and get to know your child's new teacher and to share with him/her, your knowledge of your child and your hopes for his/her progress and any additional support needs/relevant information. At this

interview, the teacher will share information regarding your child's personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home. You will receive a written report on your child's progress during the spring term. When requested by either parent or teacher, a follow up or an additional interview will be arranged.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances, open days, the school website and the local and national GLOW website. The school website address is www.fettercairn.aberdeenshire.sch.uk.

HEALTH CARE

Specific school staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition. The School Health Team, (eg school doctor, school nurse, speech and language therapist etc) working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all school children.

Primary 1

Parents are asked to return a completed health questionnaire. A Health Support Worker checks height and weight for all children and health interviews will be carried out by the School Nurse on selected children only. Hearing and vision are no longer checked *in school*.

Primary 7

All parents are asked to return a completed health questionnaire. An opportunity to discuss health problems with the School Nurse is offered.

Children with an identified health need may be seen more frequently.

How can Parents Help?

1. Contact the school if you are worried about any aspect of your child's health, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Nurse enormously.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

THE PROGRAMME OF ROUTINE DENTAL INSPECTION OF SCHOOL CHILDREN

Aberdeenshire Community Dental Service will be inspecting P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date. Immediately after the inspection, parents will be informed in writing of their child's caries (dental decay) risk category. Those children who are not registered with a dentist are invited to arrange an appointment for their child to attend the Community Dental Service for a single course of treatment after which parents are encouraged to register their children with a general dental practitioner. Treatment is undertaken at a clinic or in a mobile dental unit, at a location convenient to the patient. Parents are invited to attend.

ADMINISTRATION OF MEDICINES

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication

which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, ie in the morning and evening. Where this is not possible, parents are required to complete a signed Authorisation to Administer Medication form prior to pupils taking medication in school. **This policy includes items such as Calpol, throat lozenges and cough mixture.**

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given. If a child is taken ill or injured in school the severity will be gauged by the teachers and if necessary parents will be informed and asked to collect their child or accompany the teacher who will take the child to the nearest appropriate medical assistance.

Parents are asked to provide an emergency address for pupils in case of illness etc, during parents' absence from home. Children should be made aware of this arrangement.

School Medical Inspection: Parents are invited to be present at the medical inspection of new entrants which is carried out in the course of their first school year by the School Doctor.

Procedures For Sending Pupils Home

The following procedures will be followed if a child feels unwell and has to be sent home from school:

- Head Teacher or a Representative is informed
- Head Teacher or a Representative phones parent/carer/emergency contact
- Child stays in classroom (accompanied) until parent/carer arrives
- Parent/carer informs member of staff that child has been collected

Such procedures are required to ensure the safety of pupils at all times. Teachers should use their discretion in deciding to what extent a child is unwell.

Transitions

We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Fettercairn School we have arrangements in place to support transitions and these are outlined below.

Transfer to Ante-Pre School and Pre-School Nursery

In order to support and ease transition into early years setting, we arrange a series of induction events/meetings/Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the early years setting, to meet staff, to meet with the other children and to find out about life in early years and what you can do to support your child's transition into the early years setting. A major part of this process involves parents sharing information about their children's needs and you will be asked to complete a number of forms regarding e.g. your child's specific needs. Any other early years setting which your child attends will forward transition information regarding your child's needs and learning journey.

Deferrals to P1

Where parents have concerns regarding their child's entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance.

Transfer to Primary 1

In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children including your child's buddy and to find out about life in school and what you can do to support your child's transition into P1. The induction process starts in your child's pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

Induction meetings are arranged for parents around May/June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child's teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children's learning at home and parents are asked to complete a range of forms to gather information about e.g. your child's medical needs, contact addresses, special needs etc. Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines. Parents are also invited to join their P1 children for a school lunch. Information communicating details of P1 induction arrangements along with dates will be communicated directly to prospective P1 parents.

Transfer to Secondary Education

Most children from Fettercairn Primary attend Mearns Academy in Laurencekirk. (Telephone Number 01561 378817). Fettercairn Primary is part of the Laurencekirk Community Schools Network. An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 3 days at Mearns Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school beforehand. Parents also have the opportunity to visit Mearns Academy where information will be shared and questions can be asked.

Liaison between Fettercairn Primary and Mearns Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Laurencekirk Community Schools Network. Transition art projects, sports festivals, trips, invites to the academy and other ad hoc activities are arranged for P7 pupils to get together. Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Mearns Academy staff also visit our pupils in Fettercairn Primary where information is shared and questions can be asked. Where parents opt to send their child to any other secondary school, (following placing requests) Aberdeenshire School supports any alternative transition arrangements wherever possible. Placing request forms are available from the school – see P6/7 for further information on placing requests.

Transitions Between Stages

For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations

and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Around June of each year “step up” time is also arranged where pupils can meet their next teacher and their classmates. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

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

CHILD PROTECTION

“All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount”. Protecting Children and Young People: Framework for Standards, Scottish Executive 2004. Protecting children and young people is a priority for Aberdeenshire Council Services.

It is everyone’s job to ensure that children are kept safe. Schools are required to report any suspected child abuse to appropriate services such as police or social work.

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

Categories of abuse include:

- Physical
- Physical neglect
- Emotional
- Sexual

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

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children the essential information about protecting children from harm. Where parents or a member of the public have concerns about the safety or protection of any child they can contact the school and ask to speak to the Head Teacher or a senior member of staff, Police Scotland by dialling 101 (this number is in operation at all times) or the local Social Work Office by dialling one of the numbers below during office hours or if calling during the evenings and weekends 08458400070.

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880

Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

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

All Education & Children’s Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children. All schools provide Child Protection awareness raising to all teaching and non-teaching staff on the first day of each session. Protecting Children and Young People in Aberdeenshire – Education & Children’s Service Guidelines can be accessed through:
<http://www.girfec-aberdeenshire.org/child-protection/>

ABERDEENSHIRE COUNCIL EDUCATION & CHILDREN’S SERVICES SUPPORT FOR PUPILS

Getting It Right For Every Child (GIRFEC)

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

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

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

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

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

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

- Included

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

Key Adult

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

SUPPORT FOR LEARNERS

Additional Support Needs

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and what intervention support strategies are appropriate and developing support plans as appropriate. Some of the professionals we work in partnership with include: education (Support for Learning, ASPECTS, Sensory Support Service, Intervention and Prevention Teachers, EAL teachers, Pupil Support Workers, Educational Psychology Services, Community Learning and Development); Children's Services (family support workers, social workers); NHS (including school nurses, school doctors, speech and language therapy, physiotherapy, occupational therapy, mental health services); Police Scotland (police liaison officers); further education (NESCOL); and Third Sector/voluntary agencies.

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

Educational Psychology

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

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

When concerns persist, the school and educational psychologist may feel that a more formal meeting may be helpful. If the concern is about a child, the school will ask the parent's permission to hold a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way

if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person. Where other agencies are required to help meet a child or young person's needs, the educational psychologist may be involved in any multi agency assessment and planning.

If parents have any concerns about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish. Further information about the educational psychology service can be found at; www.aberdeenshire.gov.uk/eps/

Meeting Needs through Enhanced Provision

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. Aberdeenshire Council also uses a Staged Intervention framework to assess and plan for meeting additional support needs through universal, targeted and specialist support. If parents have any questions about their child's additional support for learning, they should discuss these first with the class teacher or Head Teacher.

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

Some pupils who have more significant and/or complex needs, and may require support beyond their local school, can be supported flexibly through full-time or part-time access to a Community Resource Hub or enhanced Provision Centre. At least one primary in every Aberdeenshire Cluster is additionally resourced. In Laurencekirk cluster the additionally resourced school is Laurencekirk Primary. All Aberdeenshire secondary schools have Enhanced Provision resources. There are also 4 special schools in Aberdeenshire, and these Aberdeenshire specifically resourced schools also have additional levels of staffing, expertise or resources to allow them to meet very significant or profound needs.

For further details contact:

Anne Marie Davies

Quality Improvement Manager (Additional Support Needs)

Education & Children's Services

Woodhill House

Westburn Road

Aberdeen

AB16 5GB

Tel no 01224 664886

Fax no 01224 664615

ELL.Enquiries@aberdeenshire.gov.uk

Identifying and Reviewing Additional Support Needs

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

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

Staged Approach to Assessment & Intervention

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire Education & Children's Service have developed a framework to support school decisions and practice around supporting children and young people.

Many pupils attending schools may require support at some time due to a variety of short or long term needs. However the vast majority of these youngsters will have their needs met by standard methods such as differentiation of curricula, multisensory approaches to teaching and learning, and a nurturing and positive environment. This is the level of universal support provided in all authority schools and assessed at Stage 0 of the Staged Intervention Model.

A smaller number of children and young people have Additional Support Needs, which as the term implies, require extra provision over and above the standard for universal. They may require additional support from educational services, flexible approaches and timetabling, Individual Education Plan (IEP), Co-ordinated Support Plan (CSP), Managing Accessibility Plan (MAP), Care Plan, GIRFEC Single Agency Action Plan (SAAP), GIRFEC Multi Agency Action Plan (MAAP), planning documents and additional input from Additional Support for Learning (SfL) teachers, other colleagues and/or partnership agencies – this is the level of targeted support described as Stage 1-3 of the Staged Intervention Model.

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs, Care Plans, SAAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, bereavement, medical and health care needs, personal care and ensuring safety are also targeted support priorities.

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

Universal Support Level 0

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

Stage 1: School Based Action

Universal support level 0 and in addition:

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

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

Targeted support level 1 and in addition:

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

Stage 3: Multi Agency Action

Targeted support levels 1+2 and in addition: Intensive targeted support: school with Enhanced Provision Centre (EPC) / Community Resource Hub (CRH) intervention/multi-agency action as required

Individualised Educational Programmes

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents/Carers and children/young people are involved in setting and reviewing targets regularly.

Multi Agency Plans

Where a pupil has support from agencies in addition to education – e.g. health or social work, it may become necessary to develop a collaborative plan to support the pupil. These are known as Multi Agency Action Plans. Parents/Carers, children/young people will be involved in developing and reviewing plans as required.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is a statutory document for children and young people who require a high degree of multi-agency support. It is an educational planning tool which demonstrates the coordination between agencies to achieve specific educational objectives over a 12 month period. [CSP documentation](#) can be accessed through Aberdeenshire Council website.

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

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

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

- **Supporters**
Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.
- **Advocacy**
These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:
Website: www.siaa.org.uk

Independent Mediation Services

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

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

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

Additional Support Needs School Policy

The school's policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Support for Learning Teacher and/or other agencies as noted above. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher and learning support staff. Occasionally where deemed necessary the children may be supported individually or in small groups away from the classroom in a quiet setting within the school.

DEALING WITH CONCERNS AND COMPLAINTS

Concerns

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

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

You can contact your child's class teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days. If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the head teacher for further advice.

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

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

Complaints

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

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

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at – <http://www.aberdeenshire.gov.uk/online/have-your-say/have-your-say-guide/>

INSURANCE

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

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

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

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

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

Section 4

School Improvement & Data Protection

SCHOOL IMPROVEMENT

Standards & Quality & Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents. The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school's previous year's improvement plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

Improvement Planning

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan. Parents can access comparative information about all Scottish Schools and their education authorities at www.ltscotland.org.uk/scottishschoolsonline For further information on national quality indicators go to www.journeytoexcellence.org.uk/about/keydocuments/part3.asp

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

How Does Aberdeenshire Council Hold and Store Pupil Data

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

Data Protection Act 1998

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

Fair Processing Notice

Who may process your personal data?

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

What personal data will be collected?

The information which you provide may include:

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

For what purposes will your personal data be used?

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

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

Will Aberdeenshire Council disclose your personal data to anyone else?

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

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

Your Data Protection Rights

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

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

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact: Aberdeenshire Council Education, Learning and Leisure Service: 01224 664630 or email: education@aberdeenshire.gov.uk

PARENTAL ACCESS TO RECORDS

SAR - Subject Access Request information

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

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

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

SCOTXED

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

available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Section 5 Annual Updates

SCHOOL CLOTHING GRANTS

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

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit, but not Working Tax Credit, and where your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- Support provided under Part VI of the Immigration and Asylum Act 1999

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify. Further information is available from:

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

CAN MY CHILD GET FREE SCHOOL MEALS?

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

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

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

- By email: benefits@aberdeenshire.gov.uk
- In person at one of our Benefit Offices

<http://www.aberdeenshire.gov.uk/benefits-and-grants/free-school-meals/>

Free School Meals for All P1 to P3 Pupils

All primary 1 to primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools. Lunch tickets will no longer be required for these pupils.

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

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

Lunch tickets will still require to be purchased for pupils in primary 4 to primary 7 unless pupils are entitled to Free School Meals. School Meals charges are currently £2.10 per ticket and £21.00 for a book of 10 tickets. Cheques should be made payable to Aberdeenshire Council.

SCHOOL STAFF

Teaching Staff:

Head Teacher:	Mr I Clarke	P3/4
Head Teacher Relief:	Mrs A Smith	P3/4
Assistant Teacher:	Mr A Smith	P5/6/7
Assistant Teacher:	Mrs C Fleming	P1/2
Assistant Teacher:	Mrs E Duffin	Nursery

Visiting Specialist Teachers:

Learning Support:	Mrs M Clyne	Drama: Mrs M Miller
Core:	Mr M Corbensen	Art: Mrs A Morrison
Music:	Ms S Robertson	
Physical Education:		
Modern Languages:	Mrs K Quinn	
<u>Non-Teaching Staff:</u>		

School Administrator:	Mrs A Johnstone
Pupil Support Asst:	Mrs A Hay/Ms S Campbell/Mrs C Leask
Nursery Nurse:	Mrs R Veitch
Catering Supervisor:	Mrs B Coulter
Kitchen Assistant:	Mrs S Gavin
Cleaner:	Mrs S McIntosh
Janitor: (Part time)	Mr B Clark/Mr S Hall/Mr D Petrie

Parent Council Members

Chair	Mrs Lisa Gibbons-Wood
Secretary	Completed on a rota basis
Treasurer	Mrs Morag Williamson

School Attainment

The following attainment statements are based on the professional judgement, formative and summative assessments made by all of the school staff and in terms of the percentage of pupils working at their appropriate CfE stages in Literacy and Numeracy

Numeracy

Most pupils in the Early Level are working at their appropriate CfE levels in Numeracy.
All pupils in the First Level are working at their appropriate CfE levels in Numeracy.
All pupils in the Second Level are working at their appropriate CfE levels in Numeracy.

Language and Literacy

Most pupils in the Early Level are working at their appropriate CfE levels in Language and Literacy.

All pupils in the First Level are working at their appropriate CfE levels in Language and Literacy.

Most pupils in the Second Level are working at their appropriate CfE levels in Language and Literacy.

Annual Holiday Calendar

http://www.aberdeenshire.gov.uk/media/4927/schoolholidayplanner2015-2020_001.pdf

SCHOOL TERMS/HOLIDAYS SESSION 2015 - 2016

TERM 1

Tuesday 18th August - Friday 9th October inclusive

Monday 17th August - In Service

TERM 2

Monday 26th October – Tuesday 22nd December inclusive

Monday 16th November - In Service

Tuesday 17th November - In Service

TERM 3

Wednesday 6th January – Friday 1st April inclusive

Thursday 11th February - Occasional Day

Friday 12th February - Occasional Day

Monday 15th February - Mid Term

Tuesday 16th February - In Service

Wednesday 17th February - In Service

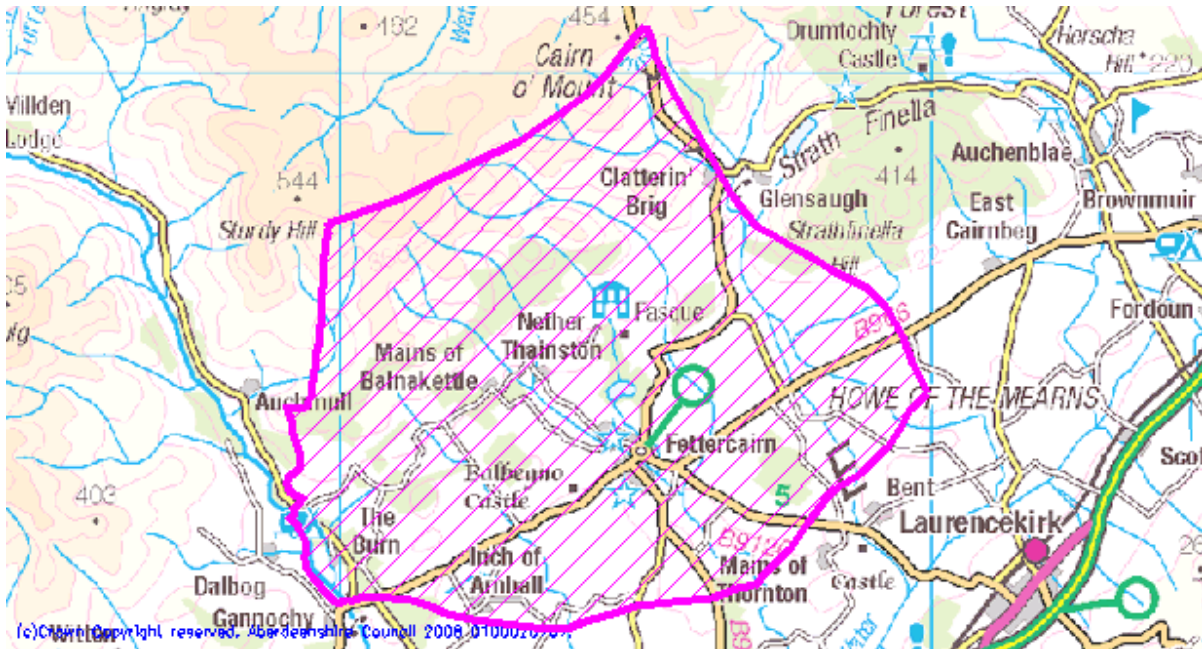
Friday 25th March – Good Friday

TERM 4

Monday 18th April - Friday 1st July inclusive

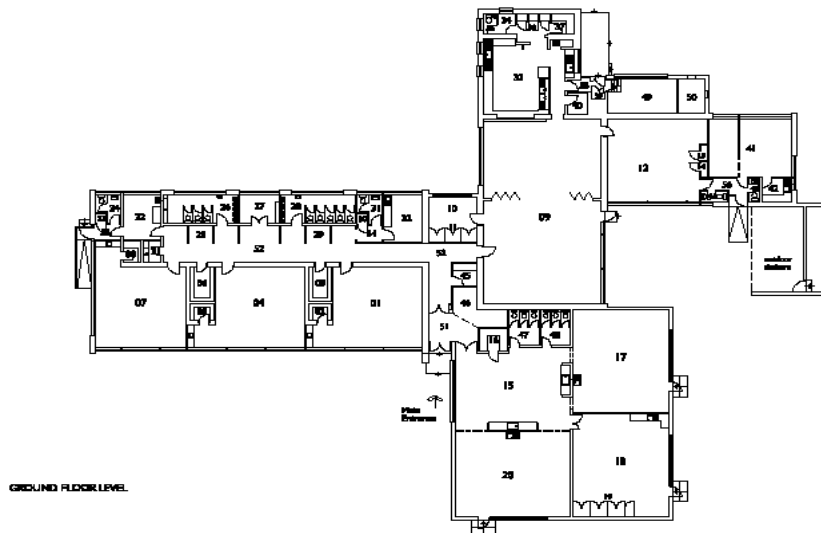
Monday 2nd May - May Day

Map of Catchment Area



Plan of School

THIS DRAWING IS FOR GENERAL REFERENCE PURPOSES ONLY. FOR PRICE DETAILS REFER TO THE APPROPRIATE TITLE DOCUMENTS - CONSTRUCTION / SERVICE DRAWINGS.



Floor Plan

Scale: N.T.S. CG Ref: Data Drawn: 09 Mar 99 By: RS
 ASSET REGISTER DRAWING 1 of 2
 FETTERCAIRN Primary Sch. Dept: Education
 PMS0011152.rfl School Road, Fettercairn, Laurencekirk, AB20 1TH

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 Amended 2nd April 2003

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