

Portlethen Academy



2015- 2016

Aberdeenshire
COUNCIL



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1 An introduction for parents

Portlethen Academy opened on 20 April 1987 and is now fully established as a six year comprehensive school with a roll of approximately 800 pupils. The roll is likely to rise gradually over the next few years.

In June 2006 the Academy moved to a new building adjacent to the original school. The new complex has been built through a Public and Private Partnership Project. The striking design of the building provides a very high level of accommodation for the staff and pupils of the Academy in terms of the full range of teaching areas and facilities.

Equipment and technology to support learning and teaching are also of a high standard. Provision reflecting the needs of the community includes a Public Library, Community Learning, Social Work and Health accommodation. The site is further enhanced by an excellent range of indoor and outdoor sporting facilities, again available for community use on a planned integrated basis.

This handbook provides a summary of the main policies and the organisation of Portlethen Academy.

The information in this prospectus was collated in December 2014 and may change before the start of session 2015- 2016.

Lorraine Scott
Acting Head Teacher
December 2014

2. Portlethen Academy and the Local Community

We aim to provide a challenging education for the young people of the area, and a commitment to a modern curriculum and high standards of teaching.

The fundamental underlying emphasis within the Academy is to respond to the needs of each individual pupil and to encourage them to achieve their unique potential as a person and a learner in the school and in our community.

In addition to all the experiences provided through the teaching and learning associated with the formal curriculum, the wider needs of our pupils and the Community are addressed via close co-operation with related services including Recreation, Social Work, Community Learning and Health. Aspects such as the Academy's proud tradition of supporting local charities, activities and projects further demonstrate the active role played by the Academy within our community.

We have a desire to involve parents and the local community in working together for the benefit of our students. Valuable links have been established with local industry and community groups, and the Academy seeks to foster a community spirit among our pupils and so encourage a local identity within the townships of the area.

3

Portlethen Academy

School's Vision Statement

Portlethen Academy will support pupils to be the best they can be in learning, life and work by maximising opportunities to learn and improve, to get involved and by helping them to consider the consequences of everything they do.

4 School Priorities Standards & Quality & Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. 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. The school's full Standards and Quality Improvement Plan which covers our recent improvements, achievements and progress plus our plans for improvement are available on the school website and information regarding the school's performance at local and national level is available in Appendix 4 of this Handbook.

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

Gathering Pupil and Parent Views

Pupil and parent views on the school are gathered formally through a range of means including Pupil Council, Parent Council, visits to classes, Parents Evenings and individual discussions and meetings. We also gather feedback informally when pupils and parents are in school or contact us. We welcome feedback and suggestions on the service we provide and are happy to receive comment at any time.

Priorities to be addressed by the school staff this session

1. Curriculum:
 - Continuing to develop National and Higher courses in line with the new Qualifications.
 - Reviewing the S1-3 courses
 - Developing opportunities for students to build their skills for the workplace.
2. Supporting all learners by continually developing new resources and strategies to improve all children's learning
3. Improving the quality of our work by striving for consistency within the classroom and in other aspects of school life; and by encouraging professional development.
4. Further enhancing the school ethos by improving:
 - the opportunities for pupils and parents to get involved and influence school life
 - communication
 - behaviour
 - healthy food choices

5 School Information

5.1	Name	Portlethen Academy
	Address	Bruntland Road Portlethen AB12 4QL
	Telephone	(01224) 782174
	FAX	(01224) 782076
	E mail	portlethen.aca@aberdeenshire.gov.uk
	Website	www.portlethenacademy.aberdeenshire.sch.uk

Contact details for Marr, Kincardine & Mearns Area ELL Office

Quality Improvement Manager
Mr Ian Stirling (QIM)
Queens Road
Stonehaven
AB39 2QQ
Tel: 01569 766960
Fax: 01569 768489

Contact details for Director of Education, Learning and Leisure

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

Denominational Status – Portlethen Academy is a non-denominational school.

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

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

Information Line 0870 054 4999 (school pin no 021120) (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 Section 11 for further information regarding adverse weather and emergency closures.

School Zone

The School's location and catchment area map can be accessed via the following link or by request from the school office.

http://www.aberdeenshire.gov.uk/schools/our_schools/detail.asp?schoolid=kpla

Please note that children who live within the school catchment zone are automatically entitled to a place in school. Please use the zone map to check whether or not you live within the Portlethen Academy catchment. If you live out with the zone, the Education (School and Placing Information) (Scotland) Regulations 2012 will allow you to seek admission to the school. The main point to note is that out of zone admissions are not guaranteed and pupils out of zone are not entitled to free transport. Further information is available in *Notes for Parents Aberdeenshire Council*

www.aberdeenshire.gov.uk/parents/carers/information/NotesforParents2012.pdf

VISITS OF PROSPECTIVE PARENTS

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

5.2 Accommodation

The new school building opened to pupils in August 2006. The school is of a unique design dominated by a central sweeping "hub" which all the teaching and resource areas lead off from. The teaching areas are spread over three floors with each individual subject department having its own dedicated classrooms.

The teaching accommodation can be summarised as follows:-

Classrooms (for English, Mathematics, Modern Languages, Social Subjects, Personal & Social Education and Religious & Moral Education)	30 rooms
Art & Design	4 studios
Business Studies / Computing Studies	6 ICT suites
Drama	2 studios
Music	2 rooms 3 practice rooms 1 recording studio

Physical Education	1 sports hall 1 large gymnasium 1 dance studio 1 fitness suite All weather outdoor sports pitch 3 grass playing fields
Science	9 science labs
Technical & Technology	2 workshops 1 graphic communication room 1 technological studies room

In addition the Academy has a large 264 seat theatre for conferences and assemblies. A large public/school library is conveniently situated close to the main entrance to the school. The dining hall is adjacent to this area. Pupils will have access during morning interval and lunchtime to one of three social areas in the school.

There are six classrooms equipped with networked ICT facilities for each pupil working in the room. There is also an additional ICT suite adjacent to the library. All other areas in the school are equipped with cabling and hardware that allows for connection to the Academy's computer network. Consequently, all our pupils have high quality access to information and communications technology in all subject areas.

The Academy does not have a swimming pool but extensive use is made of Portlethen Pool which is situated close to the Academy.

The Academy has two lifts, which are designed to provide facilities for pupils or staff with a physical disability. Height adjustable furniture is provided in all classrooms for those with disability.

5.3 School Hours

08.45 -12.45 (doors are unlocked from 08.15)

13.45 -15.30

5.4 Class Times

Period 1	08.45 - 09.35
Period 2	09.35 - 10.25
Daily Contact Time	10:25 - 10.40
Interval	10.40 - 10.55
Period 3	10.55 - 11.50
Period 4	11.50 - 12.45
Lunch Interval	12.45 - 13.45
Period 5	13.45 - 14.40
Period 6	14.40 - 15.30

School Office

The school office is manned from 8.00am – 4.15pm on a Monday and 8.00am to 4.30pm Tuesday to Friday. The school has an answering machine for leaving messages. All messages are collected by 9.00am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

Any visits to the school in person should be made through the main entrance (see map/plan at back of book). In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

5.5 Transport

Free transport to Portlethen Academy is provided by the Authority for pupils who reside within the catchment area of the school and who live over three miles from the school, or who qualify on safety grounds. Parents who wish to apply for school transport may obtain the appropriate form (PTU 100) from the school office. Service Buses are timetabled to uplift other pupils to and from Portlethen Academy.

Aberdeenshire Council's Transport Unit issues bus passes to all pupils entitled to travel on school transport. This pass allows one return journey per day between the pupil's specified pick-up point for the permanent home address and the school on the allocated contract vehicle. These passes are normally valid for 5 years.

Details of pick-up points and timings are communicated to parents by the Transport Unit on an annual basis and revised as necessary.

During the winter months pupils are advised to return home if the school bus does not arrive within 15 minutes of the normal time.

Pupils who wish to cycle to school should leave their cycles padlocked to the cycle racks outside the Administration block. The Academy can accept no responsibility for the security of cycles brought to school.

Parents conveying pupils to school are requested not to enter the playground or staff car park, but should drop off pupils in Downies Road or Bruntland Road.

5.6 School Dress

The school dress code is as follows:

Boys

Black trousers
White shirt
Black knitwear
School tie
Black shoes

Girls

Black skirt or trousers
White blouse
Black knitwear
School tie
Black shoes

The school dress code is under continual review and improvement.

Unsuitable Dress

The following items of dress are regarded as unsuitable for school wear:

Denim jeans, Hoodies and Hats
Shirts, jackets, t-shirts or jerseys with printed slogans or inappropriate graphics;
Football scarves and badges;
Track suits and Shell suits.

Pupil Safety – Flammable Clothing Risks

Certain sports clothes are not considered appropriate school clothing due to the serious fire risk they present in subjects such as Science, Technical, Home Economics and Art. Man-made fibre items of sportswear such as football tops are equally flammable and potentially dangerous to the wearer in situations where they might come into contact with naked flames or heat. In order to protect pupils from such risk we will not allow them to work in the subjects where such a threat exists if they are wearing these types of clothing. Please contact the school if you require any advice on appropriate clothing.

5.7 Physical Education Kit

Pupils must provide a change of suitable clothing for activities. Though timetabled for outdoors, pupils should bring indoor kit in case it is not possible to go outdoors. Pupils may be asked to work in bare feet for certain activities.

Indoor

Towel (optional)
T-shirt/Sports Shirt
Socks
Training Shoes – indoor only
Shorts

Outdoor

Towel (optional)
T-shirt/Sports Shirt Shorts
Socks
Training Shoes – suitable for outdoor
Shorts
Track Suit (optional)

Swimming Kit

Towel, Trunks (boys), One-piece swimming suit (girls)

Pupil Safety

Pupils should remove all items of jewellery before taking part in Physical Education lessons to prevent injury being caused to themselves or others in the class. This includes all piercings. Long hair should also be tied back.

5.8 Clothing Grant

Grant payments may be available to parents / guardians in receipt of the following:- Income Based Job Seekers, Income Support, Widowed Mothers Allowance, Retirement Pension, Child Tax Credit, Working Tax Credit, Disabled Persons Tax Credit or Support under Part V1 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.

For further information and to check your entitlement, Information leaflets and application forms may be obtained from the **Aberdeenshire (South) Education Office, Queens Road, Stonehaven.** Or

<http://www.aberdeenshire.gov.uk/parentscarers/financial/ClothingGrant2011.pdf>

5.9 Technical Education and Home Economics Costs

As part of their practical activities, pupils will use a variety of materials in Home Economics and Design and Technology. As the cost of these materials is high, Aberdeenshire Education operates the practice of recovering part of the costs by making a charge. At the beginning of each session parents are asked to make a contribution towards payment of materials; a letter detailing costs will be issued in August by both departments.

Pupils should bring a suitable food container for Home Economics lessons; however, foil food containers are available for pupils - 30p.

Replacement Costs

When a pupil loses or irreparably damages a text book / equipment etc. appropriate charges are made. These charges are subject to alteration to reflect particular circumstances and changing costs of items and availability of replacement item.

5.11 Property and Lockers

- All personal property, clothing and PE kit should be clearly marked with the pupil's name, and school books covered and named. Coat pegs are provided in or near each room.
- All pupils are expected to use a school bag.
- Pupils should not bring to school items of value or large sums of money. High value items including mobile phones can be vulnerable to damage. The school does not carry insurance for damage to these and pupils bring them at their own risk. They should not be left unattended while at school.

- School bags and PE kit must not be left lying in the school overnight.
- The Academy cannot take responsibility for articles that go missing, but pupils should report any missing property to the School Office and efforts will be made to find the article.
- Lockers are available in social areas for pupils to hire for a small annual cost.
- A 'Valuables Box' is provided in Physical Education and pupils are strongly advised to use this facility to safeguard their property and belongings while in the department.

5.12 Instrumental Tuition

Tuition may be available in string, woodwind and brass instruments, and in piano, guitar and percussion. Pupils receiving tuition in Aberdeenshire Primary Schools will normally have this continued into S1. Further details are available from the Principal Teacher of Music.

5.13 Leaving dates

There are two leaving dates:

- 1 May 31 - For pupils who reach the age of 16 between 01 March and 30 September that year.
- 2 Last school day in December - For pupils who reach the age of 16 between 01 October and the last day of February.

5.14 School Meals

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

http://www.aberdeenshire.gov.uk/schools/school_meals/index.asp

For current school meal charges please check on the webpage noted above or contact the school office.

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so and should contact the school office in the first instance.

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.

School meals are planned to ensure that the Nutrient Standards contained within the Schools (Health Promotion and Nutrition) Scotland Act 2007 are met. The menu is

nutritionally balanced across the whole week. In Secondary Schools there are vending machines with a range of healthier drinks and snacks to compliment the school meal service. Portlethen Academy is a health promoting school and encourages healthy eating.

A cafeteria system with individual pricing is in operation, with pupils paying for what they eat. Cashless catering is encouraged through the use of National Entitlement Cards which can be loaded with credit within the school to prevent pupils from needing to carry cash on a daily basis. Facilities are provided in the cafe area for pupils to eat a packed lunch. Where children bring a packed lunch, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

CAN MY CHILD GET FREE SCHOOL MEALS?

Free school meals are linked to the level of Benefits or Income that a family receives. An information leaflet and application forms for free school meals are available from the School Office.

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 £15,860

Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420

By email: benefits@aberdeenshire.gov.uk

In person at one of our Benefit Offices

<http://www.aberdeenshire.gov.uk/parents/carers/financial/meals.asp>

5.15 National Entitlement Cards

Aberdeenshire School pupils currently use the national Entitlement Card to access their Community Library and to utilise where available a cashless catering service. Pupils can also use this same card to access discounted travel across Scotland (www.givemeacard.com) and to obtain additional benefits through the Young Scot scheme (www.youngscot.org).

5.16 The Library Resource Centre

The Community Library within Portlethen Academy functions as a fully integrated public and secondary school library. It supports the local community, the pupils and the school staff within the same facility.

Mrs Mitchell, our full-time Chartered Librarian is supported in the delivery of a library service by two part-time senior library assistants and two part-time library assistants.

The library is open to school pupils from 8.15 am each morning. Out with timetabled class visits, pupils are encouraged to use the library at morning and lunch breaks and also after school to research their projects, swap their personal reading materials or just catch up with homework! Trained staff are always available to help and support them in whatever way they choose to use the library.

Resources within the library reflect current needs and trends; DVDs, CDs, CD ROMs, reference books, local studies materials, books on tape/CD, fiction and non-fiction books, People's Network computers, magazines and newspapers. Considerable time has been spent ensuring that the range of stock reflects the educational and leisure needs of the pupils to encourage their use of the library and support their development into mature, caring and responsible adults equipped with all the necessary skills for life beyond school, in keeping with the Curriculum for Excellence.

To this end Mrs Mitchell not only works in close partnership with teaching staff but also with Skills Development Scotland. We have an up-to-date careers section within the library, an interview room where the careers officer of Skills Development Scotland can meet with pupils and their parents and we also run ad hoc "drop-in sessions" where the careers officer or other recruiting agencies can come to the library to meet with pupils informally.

Class use of the library is encouraged and to facilitate this we incorporated a "class area" during the design phase of the new building. This has been working extremely well with classes from English, Social Subjects, Art and Design, and also RMPS.

Education making the most of all the new stock to enhance pupil project work and solo talk activities. Over breaks and lunchtimes pupils have been using this area to catch up on homework, read or just chat to friends away from the hustle and bustle of the noisier areas of the school!

The library staff strive to ensure that they provide a library service which is sensitive and responsive to the changing needs of our user groups and always welcome suggestions and feedback. Mrs Mitchell is happy to be contacted directly on (01224) 786190 should you have any questions or any matter that she can help with.

6. Primary and Secondary Links

6.1 Associated Primary Schools

Fishermoss School

Berrymuir Road
Portlethen
Aberdeen
AB12 4UF

(01224) 782277

Head Teacher: Mrs M. Ferguson

Portlethen Primary School

Cookston Road
Portlethen
Aberdeen
AB12 4PT

(01224) 780238

Head Teacher: Mrs J. Garnes

Newtonhill School

St. Michael's Road
Newtonhill
Stonehaven
AB39 3XW

(01569) 731718

Acting Head Teacher: Mrs L Tullock

Banchory Devenick School

Banchory Devenick
Aberdeen
AB12 5XQ

(01224) 875237

Head Teacher: Mr P Gill

6.2 Schools' Cluster Group

Portlethen Academy and its 4 associated Primary Schools work closely together through meetings of the Portlethen Schools' Cluster Group, composed of the 5 Head Teachers and the Depute Head Teacher in the Academy with responsibility for Primary links.

The main aim of the group is to foster good Primary/Secondary curricular and pastoral liaison, and to take forward the National and Regional initiatives of Curriculum for Excellence. This includes the continued development of a revised curriculum for Years 1-3 and reporting arrangements for parents.

Primary teachers who teach a Modern Language to their pupils also meet with Academy staff from the Modern Languages Department to ensure progression between Primary 7 and S1.

6.3 Primary / Secondary Transfer

Primary 7 pupils have a first opportunity to see the Academy when they attend the annual Pantomime usually one afternoon in December or early January.

During May and June, members of staff of Portlethen Academy including the S1/S2 Year Head & Guidance Staff meet Primary 7 pupils in their Primary classes.

Pupils also visit the Academy in June, during which time they can familiarise themselves with the building, meet staff and follow part of their Year 1 timetable.

Arrangements are also made for parents to visit the Academy on several occasions as part of the programme to ensure a smooth and happy transition from Primary to Secondary school.

Care is also taken to ensure effective communication takes place regarding each individual pupil's attainment, learning and needs.

7 Curriculum Arrangements

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)

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 guidance 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

7.1 Curriculum in Years 1- 3: The Broad Educational Phase

Years 1 to 3 are the Broad Educational Phase in the school and the curriculum is designed to allow pupils to develop skills, knowledge and understanding, attributes and capabilities and an appreciation of the social and the physical world.

All pupils are allocated to tutor groups, composed of pupils of all abilities. These tutor groups meet daily with their class tutors at the 10 minute daily contact time. Pupils are taught in these groupings for all subjects. Pupils are grouped broadly by ability for Mathematics.

Portlethen Academy provides a common course for all pupils in Years 1 and 2 made up of courses in the following subjects.

Art and Design	Music
Drama	Personal and Social Education
English	Physical Education
Home Economics	Religious and Moral Education
Information Technology and Enterprise	Science
Mathematics	Social Subjects
Modern Languages (French or Spanish)	Technology

The curriculum of the first 3 years aims to provide a balanced, broad education that builds on the experiences in primary school in a continuous and progressive way. Use is made of modern teaching techniques and the school has a policy of encouraging a variety of teaching and learning strategies. ICT Interactive whiteboard teaching is now widely used.

The curricular and assessment policies which underpin the Curriculum for Excellence programme continue to be developed along with related Reports to Parents.

Pupils in S1 and 2 study up to 15 subjects covering all the curricular areas but reduce this to 8 in S3 whilst still covering at least one subject in each curricular area to allow for some personalisation of their curriculum in preparation for the main course choices at the end of S3.

7.2 Curriculum in Years 4- 6: The Senior Phase

Pupils in S5 and S6 in 2015/16 will study the new National, revised Higher and AH SQA qualifications.

Courses in the senior phase will normally be taught in 4 or 5 periods per week leading to examinations at the end of each year. Pupils will normally choose up to 6 courses at the end of S3 and at the end of each year in the senior phase and there is flexibility between different pathways. This means that classes in S4 are quite likely to have some S5 or S6 pupils in them depending on their individual subject choice.

A variety of options will be available with classes available at National 3, 4, 5 and Higher delivered individually, bi-level or multi-level as appropriate and as resources allow. Examples of this would include bi-level delivery of National 4 and 5 and classes at National 5 and Higher combined together. Where feasible Advanced Higher will be delivered on its own.

Pupils are able to choose a course in the senior phase even if they have not studied it in S3. This is different from previous arrangements and has been made intentionally possible due to the design of the new National Courses and the consequent curriculum arrangement in the school which allows them the time in the senior phase to be taught in one year.

There is greater flexibility for students studying in S6. Time is made available for more self-study and to enable wider school experiences to be undertaken. E.g. as House Captains, Prefects, take part in coaching schemes, in Young Enterprise Scotland and in Comenius projects.

Normally the level students reached in S4/S5 will determine the level students take in S5/S6. The aim is to provide opportunity for all students to progress at a level appropriate to them.

Each course will normally be made up of 3 units, each of which is assessed internally at the Academy. The Academy currently operates Aberdeenshire Council's policy on assessment/reassessment (see section 9.1).

Credit is given for each unit passed but an external assessment is taken at the end of the course and is graded.

An important element of the design of an individual's curriculum in S4 to S6 is that they develop further certain core skills, which are key to learning and which have been identified by employers as the skills that are most likely to be needed in any work environment. These are:

- Communication**
- Numeracy**
- Problem-Solving**
- Information Technology, and**
- Working with Others**

Assessment of these Core Skills begins in S3 and is a focus for PSE and other arrangements in the senior phase.

Teachers, will give their recommendations for the most appropriate level for individual students at the end of S3, S4 and S5.

Advice on availability and suitability of courses will be offered to individual students as required.

Further information on the courses to be offered by Portlethen Academy will be given at parents' briefing evenings and in a specially prepared booklet for students in Years 4 to 6.

Aberdeenshire can arrange to teach Gaelic or other languages. This may be at another school or centre. Please ask for further details.

8 School Behaviour Management

8.1 School Behaviour Procedures

The behaviour management policy aims to inform parents more quickly about behavioural issues and provides a sequential arrangement for issues to be addressed from teachers through Principal Teachers to the Year Head.

Pupils also participate in a positive behaviour recognition scheme where certificates are issued termly.

BEHAVIOUR AND REWARDS POLICY

EXPECTATIONS OF PUPILS

The highest standards of behaviour should be expected from pupils at all times.

Pupils should be encouraged to see how this benefits them. Pupil rights and responsibilities are known and understood by all in the school community:

PUPIL RIGHTS

- Pupils have a right to be treated fairly and with respect as important members of the school community.
- Pupils have a right to work in an orderly and safe environment in which they feel secure and are protected from bullying.
- Pupils have a right to receive a high quality education which recognises different abilities and provides equal opportunities for all.

- Pupils have a right to receive regular informative advice on progress and to be given an appropriate amount of work.
- Pupils have a right to work within a clean and tidy school with appropriate facilities for themselves and their belongings.

PUPIL RESPONSIBILITIES

Closely linked to Pupil Rights are Pupil Responsibilities. The fulfilment of these responsibilities represents the overall expectations the school makes with regard to pupil behaviour:

- Pupils have a responsibility to behave well throughout the school, to treat all members of the school community with respect and to act in a way that enhances the reputation of the school.
- Pupils have a responsibility to obey instructions, to avoid causing difficulties for others and to report incidents of bullying.
- Pupils have a responsibility to work diligently, to bring suitable equipment, to be punctual and to not disturb the work of others.
- Pupils have a responsibility to respond positively to advice given, to do homework as requested and to meet deadlines as required.
- Pupils have a responsibility to treat the school building and its facilities with respect, to avoid leaving litter and to cause no damage to the school and wider local environment.

CODE OF CONDUCT

To help pupils fulfil their responsibilities and to help maintain good order the following rules and regulations form the code of conduct for the school. This applies when on or near school premises or when representing the school off site.

Pupils **SHOULD**:

- Work to the best of their ability.
- Show respect to others and their property.
- Be pleasant and considerate to all.
- Follow instructions given by teachers or prefects.
- Attend school regularly and on time.
- Wear approved school uniform.
- Remain in school during the school day apart from lunchtime.

- Behave appropriately on the way to and from school.
- Advise the school office of any reason for being late, for needing time off school or for bringing medication to school.
- Follow instructions regarding movement in and around the school.
- Arrive on time, prepared to all classes.
- Respect the school and all of the property in it.

Pupils **SHOULD NOT**:

Engage in any of the following activities:

- Violent or Anti-Social Behaviour

e.g. Fighting/ Bullying
Swearing, making sexist, homophobic or racist comments
Stealing
Vandalism
Snowballing in or near school
Dropping litter
Chewing in class
Chewing gum anywhere

- Disruption of Teaching and Learning

e.g. Disobeying instructions
Defiant behaviour
Wearing jackets in class or assembly
Disrupting other pupils
Undue noise in corridors
Eating and drinking between periods or using vending machines during and between periods
Inappropriate use of technology during the school day

- Endanger Themselves or Others

e.g. Running in school
Cycling in the school car park
Leaving bags in doorways and corridors
Possession of laser pens
Smoking and/or bringing smoking materials to school e.g cigarettes, lighters etc.
Drinking alcohol or possession of drugs or solvents

- Go to Areas Which Are Out of Bounds

e.g. Classrooms without permission
Other years' social areas

The statement of Pupil Rights and Responsibilities and the School Code of Conduct should be on display in each classroom. Teachers will be asked to revisit the contents of these statements at the start of each term. Additionally pupils and their parents will receive a copy of these items for their own reference.

In every case of indiscipline, staff will endeavour to give pupils an opportunity to correct their behaviour. When pupils fail to cooperate, the normal hierarchy of intervention would be as follows:

Class Teacher

- Positive Behaviour Management strategies.
- Step 1 – Informal warning
- Step 2 – Formal warning (Yellow card issued to the pupil)
- Step 3 – Centralised detention issued (Red card issued to pupil)
- Within these steps pupils may be asked to move seats or to work in another classroom in order for the classroom teacher to maintain an environment conducive to quality learning and teaching.

Principal Teacher

- PT detention
- Resolved and future support/strategy put in place.
- Department Sanction – Support/Target Card.
- Refer to Guidance Teacher.
- Refer to DHT/Year Head

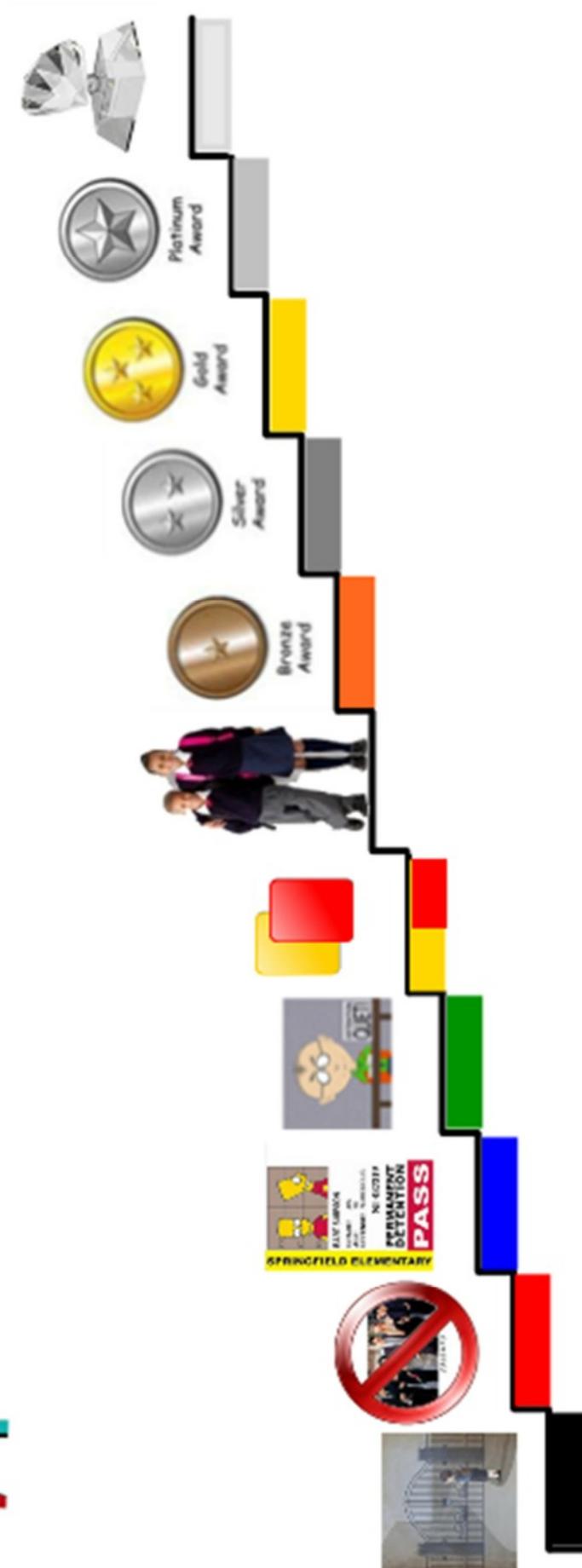
Guidance Teacher

- Resolved and future support/strategy put in place.
- Communication with Parent.
- Refer to DHT/Year Head.
- Refer to DHT Pupil Support

Depute Head Teacher

- SLT detention
- Communication with parent.
- Resolved and future support/strategy put in place.
- Refer to DHT Pupil Support
- Refer to Head Teacher

Positive Behaviour Poster



Behaviour Sanctions

- Level 1: Classroom Teacher Warning
- Level 2: Centralised Detention Issued
- Level 3: PT Sanction Issued (Detention)
- Level 4: DHT Sanction Issued (Detention or Internal Exclusion)
- Level 5: HT Sanction (Exclusion)

Rewards System

Each term, all pupils in the school will have the opportunity to 'Go for Gold' and earn themselves a Gold award. Awards can be given in three levels, Bronze, Silver and Gold based on the number of Merits a pupil has managed to maintain throughout the term. The termly awards will take the form of a Certificate in the appropriate colour.

Any pupil who successfully manages to obtain four Gold awards through the academic session will automatically qualify and receive a Platinum award at the end of session.

Furthermore, if a pupil has obtained four Gold awards throughout the session and has been identified as contributing positively to the life of the school either through involvement in some of the clubs and activities that the school offers or by any other means, the pupils will automatically receive a Diamond award at the end of session.

Any pupil who has received a Platinum or Diamond award will be invited, along with their parents to a special end of session ceremony. Also, if they so wish, pupils who have obtained Platinum and Diamond awards will be given the opportunity to enjoy a special end of term activity which will run on the school grounds exclusively for them.

THE ROLE OF PREFECTS

Prefects play a very significant role in ensuring good order in the school. In fulfilling their duties - especially at interval and lunchtime - they perform an important function and present themselves as role-models for others to aspire to.

Arrangements for the selection of prefects are organized by Depute Head Teacher Mrs Scott

The day-to-day running of the prefect system is organized by Mrs Scott and the Senior Prefects.

8.2 School Policy On Bullying

The Academy's Anti-Bullying Policy was formulated by the Anti-Bullying Group which consisted of pupils and staff.

Bullying – “behaviour which torments, inflicts pain or humiliates others, or aggression, mental or physical, conducted by an individual or a group against others” - will not be tolerated. Pupils should speak to their Guidance teacher in the first instance if they feel that they have been bullied or know about bullying. Parents and Carers are encouraged to contact the Guidance Teacher or member of the Senior Management Team if concerned about bullying. Parents will be kept fully informed. A full copy of the policy is available on request.

8.3 School Procedures for Illegal Substances

Portlethen Academy is obliged to follow Aberdeenshire Council Policy for dealing with pupils who are in possession of illegal substances, or take illegal substances in the school or school grounds. These procedures are in line with the school Discipline Policy and police and parents are always involved.

9 School Policies

9.1 Learning and Teaching

Portlethen Academy aims to maintain and improve the highest standards/ quality with regard to a curriculum and learning experiences/opportunities appropriate to the educational, personal and social needs of each individual and which are suitably challenging. The Academy aims to provide the broad range of learning contexts and experiences that characterise the delivery of that curriculum and which are necessary for sufficient assessment of pupil abilities and progress.

The Academy is committed to helping learners develop an appreciation of learning which includes:

- A commitment to learning as a lifelong activity.
- The development of skills and knowledge about learning which help individuals to reach their full potential.
- A developing understanding and respect for learning.

This means that pupils should increasingly understand the learning process and be helped to take increasing responsibility for it themselves.

In order to promote this the Academy believes that there are 3 fundamental elements that should be applied:

- The pupil should understand the purpose of an activity
- The pupil should have an element of choice
- The pupil should have the opportunity of self-review.

These elements underpin the Academy's approach to learning and teaching. Our approach to learning and teaching is designed to promote a consistency of educational opportunity and experience across subjects and courses whatever individual teachers the pupils may meet. This is consistent with our aim of maintaining a positive ethos which values equality of opportunity and which encourages each individual to do their best to reach their full potential. Our approach relates both to the "how" and the "what" of learning and therefore has implications for differentiation.

This policy is designed to unify the Academy's approach to learning and teaching, quality assurance and staff development. It provides a context within which each department can characterise its own contribution and apply its own expanded quality indicators. The outcomes of the use of such quality indicators should inform both development planning and staff development. It also aims to promote a common understanding amongst pupils, Guidance staff and subject staff of the connections between learning and teaching. Most importantly it provides a common framework for teachers and pupils to describe and discuss the learning process.

The Academy is committed to helping learners develop respect and care for themselves and others. It has designed Personal and Social Education programmes to assist this. These programmes and other cross-curricular programmes of learning should also operate within the requirements of this policy.

9.2 Assessment

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 results are used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at Portlethen Academy 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

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once learning needs 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 baseline assessment tests, summative assessment, diagnostic assessment and the use of national assessment resources. The Curriculum for Excellence levels (previously mentioned) are worked by pupils throughout their school career.

In the Portlethen 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 written reports, tracking reports, homework diaries, jotters, and samples of work sent home. There are also opportunities to visit the school for open days, class assemblies and 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 at key points in the school 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 wider achievements outside school on an ongoing basis.

Parents are welcome to request an interview to discuss their child's progress at any other time during the school session should they wish.

Years 1 to 3

In line with Curriculum for Excellence guidelines it is the policy of Portlethen Academy to have continuous assessment in Years 1 - 3 without formal examinations. Assessment will be carried out using a variety of approaches and a range of evidence which will vary from one subject to another but will be much more robust than one-off tests or assessments. This may include project work, practical assessments, homework, folio work, periodic written tests, presentations etc. designed to assess individual progress of the appropriate outcomes and experiences associated with each curricular area. The emphasis will be on what pupils can say, write make or do.

In Years 4 to 6 the assessment techniques depend on the type of course followed, with the introduction of formal examinations in most subjects. The assessment methods for each course are based on the style of assessment demanded by the course examinations.

9.3 Homework

Homework is an integral part of all courses. The main purposes of homework are:

- to reinforce, review, practise and revise class work
- to instil good habits and self-discipline with respect to study
- to encourage pupils to take responsibility for their own learning

- to prepare in advance for future class work
- to develop research and investigative skills

It is important for pupils to remember that not all homework is written and time spent at home on a regular basis going over the work done in class is necessary. The school will invest in 'Show my Homework' in session 2015/16.

A Pupil Planner is issued to each S1 pupil at the start of the session to help plan all work including homework issued. Planners are available for pupils in other year groups on request. Pupils are expected to carry this at all times, enabling teachers to inspect it. Parents are encouraged to check it regularly and, on occasions, may be asked to sign items on the completion of a task.

As a result of ongoing developments arising from Curriculum for Excellence, the type, amount and frequency of homework is under review and will vary from one subject to another and also for different year groups.

If a regular pattern of homework is established in early years, it will help to improve attainment and achievement.

Homework is more than the completion of set work. It should be seen as a vehicle for promoting independent learning among pupils. Homework is also a means of communicating continuing progress to parents.

9.4 Spiritual, Moral, Cultural and Social Values

It is the policy of the school to expect of pupils high standards of morality in their attitudes and behaviour, and for all within the school community to appreciate the importance of equality of opportunity, irrespective of race, gender, and colour, cultural or social background.

All pupils in Years 1 to 4 are timetabled for Religious, Moral and Philosophical Studies. Parents who wish their children to be withdrawn from RMPS should indicate their wishes in writing to the Head Teacher who will make special timetable arrangements.

Regular year group Religious Observance assemblies are held for year groups. Chaplains, the Head Teacher or senior members of staff, or visitors may lead these assemblies.

9.5 Attendance and Absence Procedures

PUPIL ABSENCE PROCEDURES

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education Learning and Leisure 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 wishes to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. 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:

Using the System for Attendance

If your child is absent and no contact has been made by you to the school then parents/carers will receive a text by 10.15 am and 2.15pm to inform them that their child is not in school. On receiving the text you should contact the school to explain the absence. For these arrangements to work it is essential for us for us to have your help with the following:

Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.

Inform the school of any prearranged absence, e.g. attendance at a hospital appointment or other unavoidable event, prior to the absence taking place.

Inform the school of your child's absence by 9.15 am on the morning of the day, and any subsequent, days of absence. For afternoons, inform the school no later than half an hour into the afternoon session.

Respond promptly to contacts from the school.

Provide written confirmation of absence as soon as possible on your child's return to school.

Appointments for pupils should be arranged as far as possible out-with school hours. If it is absolutely essential to have a medical or dental appointment during school time, pupils must bring the appointment card or letter to their tutor in the first instance, then they should report to the school office so the appointment can be recorded in attendance records.

Any pupil requesting permission to go home during the school day, say at interval, must obtain permission from a member of the Senior Management Team or the relevant Principal teacher of Guidance and must report to the School Office before leaving the building.

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 request permission from 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. In such circumstances the pupil must make

arrangements to catch up on schoolwork. For annual holiday dates for Aberdeenshire schools please see the section elsewhere in this handbook, contact the school office or go to www.aberdeenshire.gov.uk

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.

9.6 Lateness

All pupils who arrive after 8.45 am in the morning or 1.45 pm in the afternoon must report to the School Office where an entry will be made in the Latecomers Book, and a Lateness Slip will be issued for passing to the appropriate class teacher. Generally, a pupil who accumulates a number of "lates" without good cause will be required to do 'Payback Time'. Parents or Guardians will be contacted when there are concerns about a particular, or persistent, lateness.

9.7 Internet: Acceptable Use Policy

As part of Portlethen Academy's Information and Communication Technology provision we offer pupils supervised access to the Internet.

Access to the Internet will enable pupils to explore thousands of libraries, databases, and bulletin boards while exchanging messages with other Internet users throughout the world. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people.

Utilising Aberdeenshire Council's safety and security systems, our aim for Internet use is to further educational goals and objectives; pupils however may find ways to access other materials as well. We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and

information sources. To that end, the school supports and respects each family's right to decide whether or not to apply for access.

Portlethen Academy uses JA.net SPARK Alive as its Internet Services Provider (ISP). This uses the latest screening techniques to prevent access to all categories of unsuitable, offensive and inflammatory Internet materials. During classes, teachers will supervise, guide and support pupils in using the Internet and in finding and using appropriate materials.

Whilst our aim for Internet use is to further educational goals and objectives, no supervision or screening policy can guarantee complete security.

You should also be aware that monitoring software, which will record Internet activity, is also used in the Academy, and any breaches of our acceptable use policy will likely involve withdrawal of Internet use for any individual involved.

10 Support For Pupils

ABERDEENSHIRE COUNCIL EDUCATION LEISURE AND LEARNING 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>

10.1 Guidance Arrangements

The Guidance system operates within the context of the school as a caring community. There are four Principal Teachers of Guidance who are responsible for ensuring as smooth a transition as possible through the various stages in a pupil's school career.

There are four houses - **Auchlee, Bourtree, Cookston** and **Downies**, each composed of pupils from each year group, and led by a Principal Teacher of Guidance.

10.2 Contacts with Guidance Staff

Any pupil with a concern should approach his/her tutor, guidance teacher or any other member of staff to seek support. The Guidance Staff are available to give advice and assistance to pupils and work in close contact with parents. Parents who wish to discuss any matter relating to their child's education are invited to make an appointment with the Guidance Staff by contacting the school office. 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 however this will normally be your child's Guidance Teacher. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

10.3 Personal and Social Education

Each pupil is involved in this programme throughout his or her school career. The programme, taken by guidance teachers and other appropriate staff, is concerned with personal, social and learning issues. Particular advice is available with regard to the teaching of Relationships, Sexual Health and Parenthood, more detail is available in Appendix 11.9

10.4 Objectives of Guidance

- To ensure that each pupil knows and is known by at least one member of staff to whom he/she can turn to throughout his/her school career.
- To identify and respond quickly and effectively to the needs of the individual.
- To foster the development of good relations between teachers and pupils so that pupils adopt a positive and caring attitude towards the school community.
- To monitor the pupils' personal, curricular and social progress.
- To provide information and guidance to enable pupils to make the right choices at various stages in their school career.
- To provide opportunities for pupils to make choices for themselves so as to encourage independence and a sense of responsibility.
- To prepare pupils for opportunities on leaving school.

10.5 Daily Contact Time

Members of staff serve as class tutors, and each pupil is assigned to a Tutor Group which meets daily for 15 minutes. During this time attendance is checked, the Daily Bulletin is read and any notices are discussed with pupils. As far as possible each pupil stays in the same tutorial group throughout his/her school career.

10.6 Careers

Skills Development Scotland (formally Careers Scotland) provides careers guidance services to the school. Skills Development Scotland in Aberdeen can be contacted by telephoning 01224 285200.

Pupils in S4, S5, and S6 have individual interviews with the Careers Adviser. Individual interviews are timetabled throughout the year. Parents are welcome to come to the interview(s) or alternatively to discuss with the Careers Adviser the summary of guidance (Career Plan) which is given to each pupil following the interview(s).

Pupils with additional support needs can access particular information from the Careers Adviser.

The input of Skills Development Scotland (SDS) is negotiated annually with school staff so as to best meet the needs of pupils within the available time resource. Prior to the school leaving date, a Careers Adviser can help and assist pupils with job seeking. Pupils can continue to access help offered by SDS after they have left school. Advisers can help those looking for employment by matching them to notified job vacancies and can assist them to reconsider career ideas (e.g. after publication of exam results or following a period in employment or further education).

10.7 Pupils With 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. Some children may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty. In Aberdeenshire we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include; educational psychologist, school nurse and doctor, family support workers, speech and language therapists, pupil support workers, police liaison officers and our support for learners' teacher. 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.

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 their Guidance Teacher.

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:

ASN Manager
Education Learning and Leisure Service
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel no 01224 664886
Fax no 01224 664615
ELL.Enquiries@aberdeenshire.gov.uk

Pupils who are experiencing difficulties, e.g. behavioural, learning or relationship issues, have the support of members of the Support for Pupils team, together with the advice and help of other specialised support services. The Support for Pupils team consist of Guidance, Support for Learners staff and behavioural support staff along with the school and pupil, family and youth support workers within the Children's Services Network.

The progress of these pupils is regularly reviewed with the participation of all those involved in the educational provision, support services and parents and carers.

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 Department have developed a framework to support school decisions and practice around supporting children and young people.

Stage 1: School Based Action

Consultation can be provided by any agency/service

Any actions required are delivered within the school context by school staff. Personal Learning Planning is used and where appropriate pupils have individualised educational programmes.

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

Consultation can be provided by any agency/service

Any actions required are delivered within the school context.

There will be a need for action by education and recreation services out with the school. Again, where appropriate, pupils have individualised educational programmes. It may also be necessary to consider the need for Managing Accessibility Plans.

Stage 3: Multi Agency Action

Consultation can be provided by any agency/service

There is a need for action by education and recreation services as detailed in stage 2 along with integrated collaborative action by other agencies.

Pupils should have individualised educational programmes and other planning formats such as CSPs may also be considered where pupils meet the relevant criteria.

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, and where appropriate, pupils, are involved in review each term.

Multi Agency Action 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 single collaborative plan to support the pupil. These are known as Multi Agency Action Plans or IAF plans. Parents (and pupils where appropriate) will be involved in and consulted upon these plans and they will be reviewed as required.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is made by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil.

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

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

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a

- social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
 - The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
 - The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
 - Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
 - There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
 - All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
 - The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
 - The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
 - The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

10.8 Support For Learners

The Support for Learners team aims to provide support for pupils in most areas of the curriculum. Some of their work involves supporting individuals in the classroom while other pupils can access support through the Support Centre. Support is given to individuals with a range of needs including dyslexia, attainment issues, English as a second language, hearing impairment, and exceptional progress in a subject area. A pupil may experience these needs for a short or extended period of time; they may be across the curriculum, or just in one subject area.

Support may be provided in a variety of ways:

By testing - to discover the nature and extent of a pupil's difficulty in order to target support.

In-class support - the Support for Learners teacher works alongside the subject teacher to assist individuals.

Individual / small group withdrawal - to address a particular difficulty.

Differentiation - adapting existing learning and teaching materials to enable all pupils to use them.

Consultancy - the Support for Learners staff liaise closely with parents, teachers and outside agencies in order to support pupils effectively.

10.9 Behaviour Support

The Academy provides support to children whose behaviour causes barriers to their learning. Pupil Support Workers, in conjunction with Principal Teachers of Support for Learners and Guidance mainly provide this support through individual work with a pupil, in a group setting or in the classroom.

10.10 Educational Psychology Service

The school's educational psychologist works in partnership with school staff to help children and young people develop their full potential. The educational psychologist supports this by offering schools a number of services including training, research, project work, intervention work, assessment and consultation. 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 children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change. The educational psychologist may also spend time observing in the classroom or playground to support teachers in assessing how different circumstances and teaching approaches affect learning and behaviour.

When concerns persist, the school and educational psychologist may feel that a more formal meeting would be helpful. If the concern is about a child, the school will ask the parents' or carers' permission to hold a consultation meeting. This is a problem-solving discussion led by the educational psychologist, with parents or carers, school staff and sometimes other people who can helpfully contribute. The child or young person can also be supported to attend the meeting or contribute in some other way if appropriate. The aim is to agree a plan of action to bring about positive changes for the child or young person.

If parents or carers have concerns about their child's education it is best to share them with school staff first, as most problems can be solved in school without the involvement of an educational psychologist. School staff will contact the educational psychologist if they feel that s/he would be able to help. It is possible for parents/carers to request the involvement of an educational psychologist by contacting the Educational Psychology Service directly. However, where possible, it is best to seek the involvement of an educational psychologist with the help of school staff.

Further information about the Educational Psychology Service is available from the school or the Educational Psychology Service website on www.aberdeenshire.gov.uk/eps

11 Pupil Welfare

11.1 Medical Care Of Pupils

HEALTH CARE

Specific school health staff, include the school nurse, school doctor, speech and language specialist etc, and regular visits from the dentist. Please inform the school as soon as possible if your child has a specific medical condition.

The school health team will work in partnership with parents and teachers, to provide the best level of health and wellbeing support for all school children.

The school Nurse is based in the academy in the medical suite on the ground floor, and the primary schools in the Portlethen cluster share the services of the school nurse.

The role of the school nurse is to provide a core programme of health, which includes health interviews and an immunisation programme. The school nurse has an open door policy for any pupil, and will provide support and guidance, and liaise or signpost to other services as appropriate on discussion with parents if required. The school nurse does not cover first aid within the school, but will assist in an emergency.

A referral process is in place for the school doctor who will assess children at a clinic outwith the school building.

Within the medical suite the school nurse is supported by a first aider/nursing assistant, pupils who become unwell during the school day should ask permission from their classroom

teacher to visit the first aider/nursing assistant, who will provide first aid or assess if the pupil requires to be sent home because of illness.

If a pupil is to be sent home, contact will be made with the parent /carer. Parents/carers are asked to submit a contact telephone number so that contact is possible in the event of no one being at home. It is essential that the emergency contact telephone number on record is accurate and available during the school day.

In the interests of safety a pupil should not leave school when ill without the permission of a member of their guidance teacher or a member of the Senior Leadership Team. Parents/Carers will be contacted to inform and collect.

Due to her limited time in school, the nurse is not available to treat injuries which occurred out-with school. These should be referred to your own GP.

The school nurse will periodically carry out general medical inspections and will be available to pupils to discuss individual health/medical problems.

MEDICATION

The school is unable to administer treatments or medicines (including aspirin and paracetamol) without a written request by parents or guardians.

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 school staff administering medications on parents' behalf.

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 e.g. severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given. After anaphylaxis. A care plan will be in place for allergies, diabetics and any other medical conditions that may require guidance.

If the nurse/nursing assistant is not in school, the office should be contacted in the first instance.

How can Parents Help?

- Contact the school if you are worried about any aspect of your child's health, emotional well-being or learning.
- Please fill in and return all questionnaires sent to you. This helps the School Nurse

enormously.

- If you are offered a health interview, please keep the appointment or request an alternative.
- If you feel that a problem has not been solved, please let us know.

11.2 Fire Drill

Procedures for Fire Drill are explained to pupils at the start of each session. There is a Fire Drill at least once per term.

All visitors to the school are asked to note that in the event of the fire drill they should leave the school by the nearest marked fire exit and assemble at the side of the school in front of the AstroTurf enclosure (nearest Bruntland Road). Please do not re-enter the building for any reason until you have been advised that it is safe to do so.

11.3 Adverse Weather Arrangements

Near the beginning of each session parents of pupils who are transported to school are issued with a copy of the Academy's storm warning procedures. This includes details of school and parental responsibilities in stormy weather, and parents of pupils who live out-with safe walking distance are asked to supply an address in Portlethen where pupils may be accommodated in the event of roads becoming impassable. The Head Teacher has discretion as to the closure of the school when storm conditions would put pupils at risk.

In the event of severe weather overnight, parents can obtain up to date information about possible school closure by phoning : 0870 054 4999 and giving the school pin number 021120 for further information.

Pupils who are transported by bus to school should return home, in the morning, if transport has not arrived within 15 minutes of the scheduled time. The school cannot take responsibility for the homeward journey of pupils transported to school by parents when, due to weather or road conditions, the usual transport has not been provided in the morning.

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES is available in Appendix 8

11.4 Pupil Accident Insurance

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

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

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

11.5 Education Maintenance Allowance

The EMA is an allowance which can be paid to eligible young people who stay on in education after their sixteenth birthday. To receive payments the young person has to complete a learning agreement, which is a contract between him/her the school and the local authority. Application forms are available from the school office or the Guidance staff. EMAs can also be paid to young people planning to study at College. Students should contact their Further Education College for more detail.

11.6 Pupil Work Permits

The Children (Protection at Work) (Scotland) Regulations 2006 has amended the legislation which governs the number of hours per week and circumstances, under which young people at school are able to work in paid employment during school term time.

Previously the Children and Young Persons (Scotland) Act 1937 allowed young children under the age of 15 to work a maximum of 17 hours per week.

The new regulations specify that a new limit of 12 hours per week applies as follows.

- 2 hours allowed per school day
- 2 hours allowed on a Sunday
- 8 hours (over 15 years of age) and 5 hours (under 15) on a Saturday

The new regulations specify that children wishing to work for an employer within school term time should obtain an employment permit from that employer.

Information concerning children's work permits and the bye-laws relating to them are available on the Council's website, the Scottish Law Centre website at www.sclc.org.uk and from Mrs J Skene, Depute Head Teacher, at school.

11.7 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.'

From National Guidance for Child Protection in Scotland 2012

Categories of abuse include:

Physical

Physical neglect

Emotional

Sexual

Non Organic Failure to Thrive

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 have concerns about the safety or protection of any child they can contact the National Child Protection Line on 0800 022 3222 at any time. For further information go to North East Child Protection Committee website on www.nescpc.org.uk

All Education, Learning and Leisure 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 establishments are required to 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, Learning and Leisure Guidelines can be accessed through:

<http://www.aberdeenshire.gov.uk/parentscarers/ChildProtection.asp>

Each school now has a Designated Officer appointed to be responsible for Child Protection matters and specially trained for the task. Should you wish to talk further about Child Protection and the safety of children please feel free to contact the Head Teacher.

11.8 Transport

Transport

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

Privilege transport

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

For further information click on the link below or contact the school.

<http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp>

12 School Activities

12.1 Extra-Curricular Activities

An extensive range of extra-curricular activities is available for pupils. Some groups meet at lunch intervals, others after school. The Academy participates in inter-school sporting activities.

The following are the kinds of clubs/activities which may be offered, subject to staff availability and pupil support.

Badminton, Basketball, Board & Role Playing Games Club, Cheerleading, Chess, Choir, Ceilidh Band, Debating, Drama, Fitness, Football, Guitar Group, Hockey (mixed), Homework Club, Instrument Group, IT Club, Netball, Orchestra, Rugby, School Shows, Scripture Union,

Table Tennis, Trampolining, Volleyball, Young Enterprise Company, and also a Young Engineers Club.

12.2 Educational Excursions

A number of overseas and British educational excursions are usually included in each year's extra-curricular programme. The majority of these take place during an Activity Week in May. The Head Teacher reserves the right to prevent a pupil from taking part in any trip or activity if behaviour and/or attendance has been unsatisfactory.

12.3 School Performances

The Academy usually presents Music/Drama productions and other events throughout the session. Pupils and parents are informed accordingly and warmly invited to attend.

12.4 Charities

There is a very active Charities Committee made up of staff and pupils who provide a wide range of experiences which enable the school community to fund-raise and support many local, national and international charities. The educational importance of this is obvious, encouraging as it does citizenship, empathy, generosity and compassion in the pupils and informing them of the needs and widespread suffering of many of their fellow human beings. The school has received numerous awards for its charitable contributions and is widely recognised as an example of excellent practice in the Charities field.

13 Parental Links

13.1 Communication

Parents are informed of matters relevant to the management of the Academy, and of the achievements and activities of the Academy. Information is issued on a regular basis.

The Academy also has its own website featuring information about the school and its activities and achievements.

Dealing with Concerns & Complaints

We understand that parents may have concerns about their children from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues, homework, learning difficulties etc. We always try to resolve issues by working with parents and young people

Where parents have concerns regarding their child, their Guidance 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 Guidance 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 Guidance 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 – www.aberdeenshire.gov.uk/haveyoursay/index.asp

13.2 Progress Reports

Reports are issued regularly throughout the year for each pupil. The approximate dates for issue of these are currently -

Year 1	- October, January and May
Year 2	- October, December and March
Year 3	- October, January and March
Year 4, 5 & 6	- September, November and March

These dates are continually under review and parents/carers are advised of them at the start of each school session.

13.3 Parents' Evenings

A number of Parents' Meetings are arranged each session to allow parents the opportunity to consult with their son's/daughter's subject teachers. Dates are communicated to Parents prior to the start of each school session.

In session 2015-2016, the provisional schedule of such Parents' Evenings is –

Year 1	- November
Year 2	- February
Year 3	- February
Year 4/5 and 6	- December

These dates are reviewed annually.

Parents/Carers are welcome to contact the Guidance Teacher, Year Head or Head Teacher or at any time. Please contact the Academy to make an appointment to discuss any matter concerning the progress of your child. There are also a number of information evenings arranged to brief parents on particular issues throughout the session.

13.4 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 principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. At Portlethen Academy an active Parent Council has been formed to represent Parents and facilitate parental involvement with the school. All parents are encouraged to liaise with the Parent Council.

The current Chair is:

Mrs Nicola Harper
2 Bramble Court
Portlethen
Aberdeenshire
AB12 4UJ

14 Community Links

14.1 Local Councillors

The local Aberdeenshire Councillors are -

Cllr. A Evison
2 Newbigging Steading
Inverbervie
DD10 0PQ

Cllr. C Nelson
21 Dunnyfell Road
Muchalls
Stonehaven
AB39 3RP

Cllr. A Bews
33 Bruntland Court
Portlethen
Aberdeen
AB12 4UQ

Cllr. I Mollison
11 Greystone Place
Newtonhill
Stonehaven
AB39 3UL

14.2 Community Education Links

Portlethen Academy has established close links with both the local Community Learning Department and the Family Resource Centre. The Community Learning department offer a wide range of activities for adults. These include Yoga, creative writing and computing classes. Varied programmes of events for young people are held in the "Porty Cabin". The Family Resource centre offers a variety of groups that give support to parents and young People.

14.3 Adults

Adults are welcome to join most senior classes in the Academy, and enquiries about courses should be directed in the first instance to the Head Teacher.

14.4 Industry Links

Pupils undertake activities to prepare them for the world of work and engage in school industry projects. Curricular liaison and visits by industrialists also contribute to the close ties which have been established with local firms. The Academy has a successful formal industry link with Maersk Oil, Hydrasun, Hunting Services, Opito and emerging links with a number of other local employers which provides many opportunities for pupils and staff.

Appendix 1: School Staff**Senior Management Team (2015/16)**

Mr N Morrison	Head Teacher	
Mrs J Skene/Mrs M O'Brien	Depute Head Teacher	Year Head S2/5
Mr C Cowie	Acting Depute Head Teacher	Year Head S3/6
Mrs L Miller	Depute Head Teacher	Year Head S1/4
Mrs P Thomson Wright	CSN Support Services Coordinator	

Teaching Staff (as at April 2016)EXPRESSIVE ARTS

Ms K Robertson (PT Faculty)
 Miss H Dickson
 Mrs M Duncan
 Miss D Heslop
 Miss C Tait
 Miss M Thomas

ENGLISH

Mr D Craig (PT Faculty)
 Mr I Anderson
 Miss C Dods
 Mr D English
 Mr T Jennings
 Miss V Roberts

SCIENCE

Mr S Sweeney (PT Faculty)
 Ms A Dick
 Miss J N A Day
 Mr F Hepburn
 Mr I Johnston
 Mr S King
 Mr D Luchoomun
 Miss H Robertson

HEALTH PROMOTION

Mrs C Baxter (PT Faculty)
 Mr A Borowski
 Miss M Hardie
 Mrs R Martin
 Mr M Will
 Mrs L Wilson

DESIGN & TECHNOLOGY

Mr S Simpson (PT)
 Mr N Hunter
 Miss J Leonard

HUMANITIES

Mr K Rinchey (PT Faculty)
 Dr G Hill
 Mrs C Ferguson
 Mrs J Copner
 Mr K Ross
 Mr B Evans
 Mr I Cunningham

INFORMATION TECHNOLOGY

Mr T Liversedge (PT Faculty)
Mrs P MacLellan
Mrs L Freeland
Mr C Rigg

MATHEMATICS

Mrs J Rinchey (PT Faculty job share)
Miss A MacDonald (PT Faculty job share)
Mr A Douglas
Mr K Emery
Mrs A Keir
Mrs A Swinton

MODERN LANGUAGES

Mrs K Hunter (PT Faculty)
Mrs E Colliar
Mrs A Campbell
Miss N Kenedy
Miss F Mittman

GUIDANCE

Mrs C Allsop (PT) Auchlee
Mrs A L MacLeod (PT) Bourtree
Mrs H Crawford (PT) Cookston
Mrs C Lloyd (PT) Downies

SUPPORT FOR LEARNERS

Mr N Cowling (PT)
Dr J Price
Mrs L Bentley
Mrs S Sircar
Ms S Piper
Mrs A-M Phimister
Mrs C Tailford
Mrs R MacKenzie
Mrs R Park
Mrs A Townhill

MUSIC INSTRUCTORS

Mrs S Gove (Woodwind)
Mr B Wallace (Brass)
Mrs J Davidson (Violin/Viola)
Mrs M Kelly (Percussion)
Mrs D Thomson (Piano)
Mr A Johnston (Guitar)
Miss K Gillies (Cello)

Non-teaching Staff (as at December 2014)LIBRARY RESOURCE CENTRECOORDINATOR

Mrs C Mitchell (Network Librarian)

Mrs T Stevens (Library Assistant)

OFFICE STAFF

Mrs C Mitchell (Admin Asst)

Mrs L Walker (Snr Clerical Asst)

Mrs K Montague (Clerical Asst)

Mrs D Liddicott (Clerical Asst)

Mrs K Murphy (Clerical Asst)

Mrs P McCombie (Clerical Asst)

TECHNICIAN STAFF

Mr B Black (ICT Technician)

Mrs E Chesshire (Whole School Tech)

Mrs L Hardie (Science Tech)

Mrs S Fairclough (Tech Asst)

Mrs R Chatterjee (Tech Asst)

NURSE

Mrs R McBride

Mrs A Clark (Nursing Assistant)

SUPPORT FOR LEARNERSASSISTANTS

Mrs C Murphy (part-time)

Mrs P Shearer

Mrs A Currie

Ms A Revera

Mrs M Cairns

Mrs L Skene

Mrs K Heberton (part-time)

Mrs G McKay

Ms A Webster

PUPIL SUPPORT WORKERS

Mrs S Cooper

Mrs S Crombie

CAREERS

Mr R Phillips

KITCHEN STAFF

Mrs A Johnson (Cook Supervisor)

Appendix 2:**Session 2015-2016**

Monday 17 th August 2015	School opens for staff
Tuesday 18 th August 2015	School opens for pupils
Friday 9 th October 2015	Term 1 ends
Monday 26 th October 2015	Term 2 starts
Monday 16 th November 2015	Planned staff in-service day
Tuesday 17 th November 2015	Planned staff in-service day
Tuesday 22 nd December 2015	Term 2 ends
Wednesday 6 th January 2016	Term 3 starts
Monday 15 ^h February 2016	Occasional day holiday
Tuesday 16 th February 2016	Planned staff in-service day
Wednesday 17 th February 2016	Planned staff in-service day
Friday 25 th March 2016	Good Friday holiday
Friday 1 st April 2016	Term 3 ends
Monday 18 th April 2016	Term 4 starts
Monday 2 nd May 2016	May Day holiday
Friday 1 st July 2016	Term 4 ends

Appendix 3: School Roll

As at December 2014

Year1	166
Year 2	121
Year 3	139
Year 4	122
Year 5	135
Year 6	83
Total	766

Appendix 4 : The Parents' Charter**Information for Parents 2013 – Secondary Schools.****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 attached 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)

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. 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

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:

www.educationscotland.gov.uk/parentzone/yourchildatschool/accessyourchildsrecord

Appendix 6: ATTAINMENT DATA FOR SECONDARY SCHOOLS**School:** Portlethen Academy**Id No.:** 110 - 5258030

S4	% Cohort Achieving Literacy and Numeracy award at SCQF Level 4			% Cohort Achieving 5 or more awards at SCQF Level 5		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
School	77	72	83	36	36	36
Ab'Shire	64	66	86	37	36	44
Scotland	61	63	77	34	35	39
S5	% Cohort Achieving 3 or more awards at SCQF Level 6			% Cohort Achieving 5 or more awards at SCQF Level 6		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
School	23	31	30	6	8	14
Ab'shire	31	31	33	14	13	16
Scotland	29	30	33	12	13	16
S6	% Cohort Achieving 5 or more awards at SCQF Level 6			% Cohort Achieving 1 or more awards at SCQF Level 7		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
School	22	21	24	12	11	14
Ab'shire	27	27	28	20	19	19
Scotland	26	27	29	17	17	19

APPENDIX 5: Internet Acceptable Use Policy

Dear Parent / Carer,

INTERNET ACCEPTABLE USE POLICY

As part of Portlethen Academy's Information and Communication Technology provision we offer pupils supervised access to the Internet, the global network of computers you will have read about and seen on television.

In accordance with Aberdeenshire Council's recommendations and before being allowed to use the Internet at school, all pupils must obtain parental / guardian permission. Both they and you must sign and return the enclosed form as evidence of your approval and their acceptance of the Portlethen Academy's Internet Acceptable Use Policy.

Access to the Internet will enable pupils to explore thousands of libraries, databases, and bulletin boards while exchanging messages with other Internet users throughout the world. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people.

Whilst our aim for Internet use is to further educational goals and objectives, pupils may find ways to access other material as well. We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed and disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the school supports and respects each family's right to decide whether or not to apply for access.

Portlethen Academy uses Internet for Learning as its Internet Services Provider (ISP). Internet for Learning uses the latest screening techniques to prevent access to all categories of unsuitable, offensive and inflammatory Internet materials. During classes, teachers will supervise; guide and support pupils in using the Internet and in finding and using appropriate materials.

You should also be aware that monitoring software, which will record Internet activity, will also be used in schools.

Whilst our aim for Internet use is to further educational goals and objectives, no supervision or screening policy can guarantee complete security.

We would be grateful if you could read the enclosed guidance documents and then complete the permission form, which follows.

Yours sincerely

Neil Morrison
Head Teacher

**GUIDELINES: INTERNET ACCEPTABLE USE POLICY****STUDENTS****SYSTEM INTEGRITY, SECURITY AND PASSWORDS**

- Users must not attempt access or modification of the hardware and software set-up of the network
- Users must not attempt access or modification of the administrative set-up of the network
- Users must not attempt to bypass the network securities in any way
- Users must not share their own sign-on password with anyone; use, modify or distribute the log-in password of any other user; use, modify or distribute the Administrator/Manager's log-in password.

APPROPRIATE LANGUAGE

- Users must not use rude, vulgar, abusive, offensive or racist language in any materials written on, published from, e-mailed from or posted from a network computer.

APPROPRIATE MATERIALS

- Users must not access, view, print, download, publish, post or e-mail abusive, pornographic or racist materials
- Users must not publish, post or e-mail the address (URL) of any website which contains abusive, pornographic or racist materials
- Users must not create, publish, post or e-mail any materials which are for the purpose of circulating gossip
- Users must not create, publish, post or e-mail any materials, which are for commercial, business or political purposes

PERSONAL SAFETY

- Users must not publish, post or e-mail personal details about themselves, their family or any other network user
- Users must inform the Network Administrator / Supervising Teacher of any e-mail received, which asks for their personal details, e.g. telephone number, home address etc. of any network user
- Users must not engage in any on-line financial transactions.

DATA, FILES AND COPYRIGHT

- Users must not access, change or delete the files of any other user
- Users must not use or incorporate any material downloaded from the Internet in their own work with identifying its source and author
- Users must not use copyright materials without the permission of the copyright holder.
- Users must inform the Network Administrator / Supervising Teacher of any e-mail received, which contains inappropriate material of any kind.

	GUIDELINES: INTERNET ACCEPTABLE USE POLICY - DISCIPLINARY PROCEEDURES
	STUDENTS

Any breach of the conditions and/or guidelines of the Acceptable Use Policy will be dealt with under the then current Code of Behaviour and Discipline of Portlethen Academy.

	PORTLETHEN ACADEMY: INTERNET ACCEPTABLE USE POLICY
	STUDENTS

1. Pupil / student users may only access the Internet after they and their parents have read and accepted the terms of the Internet Acceptable Use Policy of Portlethen Academy and have signed the Internet Parent Agreement Form.
2. Pupils / students may access the Internet for educational purposes. This includes classroom activities, study and research activities, the exchange of project related work, ideas, opinions and questions using the World Wide Web, E-mail, bulletin boards, discussion forums etc.
3. Pupils / students may only access the Internet with permission of the Network Administrator, supervising teacher or other member of staff.
4. Pupils / students must keep within any access time limits that are set by the Network Administrator, supervising teacher or other member of staff.
5. Pupils / students must follow:
 - All guidelines related to system integrity, security and passwords
 - All guidelines related to the use of appropriate language
 - All guidelines related to accessing appropriate materials
 - All guidelines related to personal safety
 - All guidelines related to the data, files and copyright.
6. Pupils / students must accept that system security and management will mean that all on-line activity will be subject to monitoring and that all materials accessed, published and mailed may be viewed by the Network Administrator or any other supervising teacher.
7. Pupils / students must accept that access to Portlethen Academy's Information and Communications Network is a privilege not a right, and that any breach of the code of acceptable use, practice and behaviour could lead to the withdrawal of an individual's ability to access the Network, and possible disciplinary action under the current Code of Behaviour and Discipline of Portlethen Academy.
8. Pupils / students must accept that any use of Portlethen Academy's Information and Communications Network for activities which may be in violation of the Data Protection Act or the Computer Misuse Act, may be subject to **criminal prosecution**.

	PORTLETHEN ACADEMY
	INTERNET ACCEPTABLE USE AGREEMENT

PUPIL AGREEMENT	
NAME:	TUTOR GROUP:
As a school user of the Internet, I agree to comply with the Portlethen Academy's Internet Acceptable Use Policy, which I have read and understood. I will use the network in a responsible way and observe all the guidelines explained to me by the school.	
PUPIL SIGNATURE:	DATE:

PARENT / GUARDIAN	
As the parent or legal guardian of the pupil signing above, <u>I grant permission</u> for my son or daughter to use electronic mail and the Internet. I confirm that I have read and understood the Portlethen Academy's Internet Acceptable Use Policy. I understand that pupils will be held accountable for their own actions. I also understand that some materials on the Internet may be objectionable and I accept responsibility for setting standards for my daughter or son to follow when selecting, sharing and exploring information and media.	
NAME OF PUPIL:	TUTOR GROUP:
HOME TELEPHONE:	
PARENT / CARER SIGNATURE:	DATE:

PARENT / CARER	
As the parent or legal guardian of the pupil signing above, <u>I do not grant permission</u> for my son or daughter to use electronic mail and the Internet.	
NAME OF PUPIL:	TUTOR GROUP:
HOME TELEPHONE:	
PARENT / CARER SIGNATURE:	DATE:

The above forms should be completed and returned to the appropriate tutor.

Appendix 7: ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES**School Closure Due to Bad Weather or Other Emergency**

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

Parental Role

We would like you to:

Ensure your child wears appropriate outdoor clothes throughout the winter.

Decide whether it is safe for your child to travel to school in bad weather, either by school transport or on foot.

Provide the school with information about emergency contacts to whom your child can be sent at short notice if you are not available. Also tell the Head Teacher about any changes to this information and to your daytime contact details.

Provide the school with a bad weather address within safe walking distance of the school.

Also:

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

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

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

When will schools be closed?

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

During bad weather some staff may not be able to get to school – so the school may have to close because there are too few teachers present. Sometimes only part of the school will be closed or only some of the pupils will be dismissed early.

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

Nursery, Primary and Special Schools

If 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.

Secondary Schools

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

Individual schools will let parents know of any local arrangements.

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.

Guidance on appropriate learning resources and approaches is available on the school website and via GLOW

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

FM 96.9Tel: 01224 337000

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4Tel: 01467 632878

Waves Radio

FM 101.2 Tel: 01779 491012

Original 106 FM

Tel: 01224 293800

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

Tel: 0870 054 4999, you will be asked for the Academy's pin number 021120 in order to receive an update of the situation. 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)

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.

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

Aberdeenshire Council guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

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.

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:

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 a parent/carer

Physical development – e.g. menstruation, reproductive parts

Sexual behaviour (e.g. masturbation)

Contraception and safer sex

Sexually transmitted infections

Sexuality and gender

Appendix 8 ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION AND DRUGS EDUCATION/SUBSTANCE MISUSE

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.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the head teacher or designated member of staff so that appropriate alternative arrangements can be made.

For further information about specific resources or programmes of work please contact the school.

DRUGS EDUCATION/SUBSTANCE MISUSE

The Aims of Substance Misuse Education

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

An effective Substance Misuse Education programme should aim to:

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

At Portlethen 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.