



From mountain to sea

Portlethen Academy

Handbook
2020/21



Contents

Introduction to Portlethen Academy	4
Our Vision, Values and School Ethos	Error! Bookmark not defined.
Curriculum	7
Assessment and Reporting	12
Transitions (Moving On)	14
1 Admissions	15
2 Placing requests & School Zones	15
3 (S) Skills Development Scotland	16
Support for Children and Young People	16
4 Getting it Right for Every Child	16
5 Wellbeing	17
6 Children's Rights	18
7 The Named Person	18
8 Educational Psychology	19
9 Enhanced Provision & Community Resource Hubs	19
10 Support for Learning	20
11 The Child's Plan	20
12 Child Protection	21
13 Further Information on Support for Children and Young People	22
Parent & Carer Involvement and Engagement	23
14 Parental Engagement	23
15 Communication	23
16 ParentsPortal.scot	24
17 Learning at Home	25
18 Parent Forum and Parent Council	25
19 Parents and School Improvement	25
20 Volunteering in school	25
21 Collaborating with the Community	26
22 Addressing Concerns & Complaints	26
School Policies and Useful Information	27
23 Attendance	27
24 Holidays during term time.	29

25	Dress Code	29
26	Clothing Grants	31
27	Transport	31
28	Privilege Transport	31
29	Early Learning & Childcare Transport	32
30	Special Schools and Enhanced Provision	32
31	School Closure & Other Emergencies	33
32	Storm Addresses	34
33	Change of address and Parental Contact Details	34
34	Anti-bullying Guidance	34
35	School Meals	35
36	Healthcare & Medical	37
37	Schools and Childcare – Coronavirus	38
38	Exclusion	39
39	Educational Visits	39
40	Instrumental Tuition	39
41	(S) Education Maintenance Allowance	39
42	Public Liability Insurance	40
43	School Off Site Excursion Insurance	40
44	Data we hold and what we do with it.	41
45	The information we collect from you	41
46	Your Data, Your Rights	41
47	Parental Access to Records	42
48	Information Sharing	42
49	ScotXed	42
Further Information		44
	School Improvement Plan	40
	Members of Parental Groups	40
	Stats for attainment	40
	School Events Calendar & Holidays	40
	Aberdeenshire Council School Holiday Calendar	40
	Assessment Calendar	40
	Map of Catchment Area	40
	Staff Team	40

All information in this handbook is correct as of October 2020

Introduction to Portlethen Academy

Welcome to Portlethen Academy. As Head Teacher, I hope that the partnership between home and school will be productive and enjoyable and that your child enjoys his/her time with us. Our focus is on providing the very best for all pupils. We aim to prepare them for life beyond school by working with parents and partners to get the best attainment, skills, achievements and knowledge for each pupil. We want our pupils to aspire to be the very best they can be.

We take pride in the fact that this is a happy and industrious school, with a real sense of team spirit and we value that the education of their child/children is shared with parents, who have a very important role to play. This handbook aims to explain how that partnership develops successfully through help, support and expectations.

School Contact Details

Head Teacher: Neil Morrison

Portlethen Academy

Bruntland Road

Portlethen

AB12 4QL

Telephone 01224 782174

Fax 01224 782076

E mail

Portlethen.aca@aberdeenshire.gov.uk

Website: www.portlethenacademy.aberdeenshire.sch.uk

Twitter @PortyAcad

School Office

The school office is manned from 8.00am – 4.15 pm on Mondays and 8.00am – 4.30pm, Tuesdays to Friday.

The school has an answering machine for messages. All messages are collected by 8.00 am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

Adverse weather and emergency closure

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

Information Line 0370 054 4999 (**PIN 021120**) (Please do not use this line to leave messages for the school.)

Portlethen Academy is a non-denominational school with a role of 843. The school serves the communities of North Kincardineshire including Portlethen, Newtonhill. Muchalls. Chapelton and the surrounding settlements. An interactive map can be accessed at <http://www.aberdeenshire.gov.uk/local>

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

The school day

08.45 -12.45 (doors are unlocked from 08.10)

10.40-10.55 Morning break

12.45-13.45 Lunch

13.45 -15.30

Our staff team

This comprises both teaching and non-teaching staff. These are listed in the appendices.

Our Vision, Values and School Ethos

Vision: To be the very best we can be.

Values: Learn and Improve

Get Involved

Consider the consequences

Respect all

Aims: These are currently the subject of review with the Portlethen Pupil Action Group and may be amended.

Attainment and Achievement: To raise standards of educational attainment and wider achievement for all our pupils, especially through the skills of literacy, numeracy, health and well-being, information communication and technologies and working with others.

Learning and Teaching: To promote the highest quality learning experiences for pupils by investing in career long professional learning to create knowledgeable, confident and skilled teachers capable of raising the attainment and achievement levels of our pupils.

Leadership: To develop leadership skills, experiences and potential in our young people and staff.

Equality and Inclusion: To provide equality of opportunity for all to access education in a way that is engaging and appropriate to the pupils' interests, physical and intellectual needs.

Values and Citizenship: To work with pupils, parents and employees to promote self-respect, respect for others and interdependence within society. In turn our pupils will understand the duties and responsibilities of citizenship in a democratic society.

Learning for Life: To equip pupils with positive attitudes and expectations, encourage creativity, ambition and entrepreneurial skills and the resilience that will help them prosper in our changing society.

Relationships and School Ethos

We believe that relationships are key to all that we do and strive to build and strengthen these between pupils, parents, staff, other agencies, business partners and the wider community, locally and beyond. We believe in dealing with issues at the lowest level possible and with professional regard for the views of all. We always look for positive solutions and our ethos reflects our vision, values and aims with a drive to always get the very best outcomes for our young people to help them develop. This can be in relation to attainment, achievements, skills for life beyond school and their social, emotional and well-being.

Curriculum

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

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

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

<http://portlethenacademy.aberdeenshire.sch.uk/wp-content/uploads/2019/08/Curriculum-For-Excellence-Information-booklet-V4.pdf>

Curricular Areas

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

Curriculum Design

Our curriculum is designed on the basis of the following 7 principles:

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

Developing Young Workforce

As part of the curriculum, pupils will develop skills for learning, life and work. More detail about these key skills can be found using the link below:

<https://www.npfs.org.uk/skills-in-a-nutshell/>

Throughout their time in school, from Early Years onwards, all pupils will have an opportunity to engage with employers, through experiences like workplace visits, career talks, employability events and courses, work experience and curriculum based activities. They will also have the opportunity to learn about further and higher education, and the work done by training providers, as well as different career pathways into employment.

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

Further information for parents on Foundation Apprenticeships can be found at <https://www.apprenticeships.scot>

Further information for parents can be found on the Aberdeenshire DYW website:

<http://dywaberdeenshire.org/parents/>

Curricular Levels

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's

programmes will not include all of the fourth level outcomes.

The following table outlines our current curriculum structure

Portlethen Academy Broad General Education Curriculum																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
S1	English			Mathematics			Science			Social Ge Hi Mo			Exo Arts Art Dr Mu			HE			Technologies Bu Co Te			Mod Lan		PE		RE		PSE		
S2	English			Mathematics			Science			Social Ge Hi Mo			Exo Arts Art Dr Mu			HE			Technologies Bu Co Te			Mod Lan		PE		RE		PSE		
S3	English			Mathematics			Subject 1			Subject 2			Subject 3			Subject 4			Subject 5			Subject 6		PE		RE		PSE		
Portlethen Academy Senior Phase Curriculum																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
S4	English			Mathematics			National 1			National 2			National 3			National 4			PE		RE		PSE							
S5	National / Higher 1			National / Higher 2			National / Higher 3			National / Higher 4			National / Higher 5			Enrichment		Em		PSE										
S6	Nat / High / Ad High 1			Nat / High / Ad High 2			Nat / High / Ad High 3			Nat / High / Ad High 4			Self Study			Enrichment		Le		PSE										

Development of Spiritual, Moral, Social and Cultural Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the school ethos and the curriculum.

Extra-Curricular Activities

A range of extra-curricular activities are run by school staff. These include the annual Christmas Concert, netball, football, badminton and various music, art and drama activities. Many of these vary from year to year and are advertised annually. A range of school trips are offered varying from short local visits to events through our Get Out Of School Experience in S1 and S2 and longer foreign experiences which have included trips to Morocco and Courmayeur. Staff provide an extensive range of revision and support classes and drop-in sessions, primarily for Senior Phase pupils and these are publicised in school and via the website.

1+2 Language Learning

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In our School the first foreign language will be either French or Spanish. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to

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

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for Gaelic Medium Primary Education (GMPE). For more information, please go to:

<http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in Aberdeen City.

Further Information

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

<https://portlethenacademy.aberdeenshire.sch.uk/curriculum/curriculum-for-excellence/>

More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

Policy for Scottish Education:

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education>

Early Learning & Childcare:

<https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare>

Broad General Education (Pre school – S3):

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

Senior Phase and beyond (S4 – 16+):

<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond>

National Qualifications:

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

Assessment and Reporting

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

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

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing.

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

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

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

Parents will be informed of progress:

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

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Transitions (Moving On)

Transitions are those times when young people move from one part of their learning journey or school to another. The most often referenced one is from Primary to secondary but each year at change of timetable young people move to different teachers and/or subjects. Pupils can also move school or, very occasionally, class. For senior pupils the key transition is when they leave school for employment, further learning or training. Our approaches to each of these are outlined below class-to-class:

- Primary – secondary: We work closely with all the primary schools that our pupils come from to ensure a smooth transition that takes account of both pupil attainment and social, emotional and pastoral needs. We also understand that the structures and practice of a secondary school are very different to those of a primary and can be daunting at first acquaintance. We aim to work with pupils and parents to explain these differences and how our structures work. An outline of the transition timetable can be found at the following link <http://portlethenacademy.aberdeenshire.sch.uk/wp-content/uploads/2017/10/PORTLETHEN-CLUSTER-PRIMARY-TO-SECONDARY-TRANSITION-PROGRAMME.pdf>
 - Year to year in the Academy: Staff ensure that pupil information is passed with pupils as they move from year to year in the Academy. Often teachers will change so this transfer of information on learning, attainment and pupil's progress is crucial. Throughout the Broad General Education pupils attainment is tracked and this is available to staff to ensure learning and teaching is set at an appropriate level. Subjects also have clear course structures which are followed and can be viewed on the school website. At S3 into S4 there is a significant change as pupils move to the Senior Phase of education and to certificate courses. It is crucial that the senior phase is planned for as a 1, 2 or 3 year programme for each young person depending on how long they intend staying on for. This is done by pupils, parents and the Guidance staff. The plan will require flexibility as pupil circumstances and choices inevitably change. The course choice process is crucial to transitions and details can be found at the following link <http://portlethenacademy.aberdeenshire.sch.uk/wp-content/uploads/2017/10/Course-Choice-Rationale-and-Timeline.pdf>
 - Work and further study/training: The move beyond school and into work or further training/study is planned for in conjunction with each pupils Guidance teacher. Pupils can also access the schools Careers Advisor. Guidance staff provide opportunities through the personal and Social Education programme for pupils to practice and complete personal statements and job/college. Apprenticeships/University applications. Where pupils require additional support around the transition beyond school there are opportunities for support from the careers Advisor, Community Learning and Development and tailored programmes all of which can be accessed by contacting your child's Guidance teacher.
 - Change of school: Prospective parents should contact the School Office and request an appointment to come and visit the school and meet with the Depute
-

Head Teacher who will be your child's Year Head. This will allow us to arrange timetables, pass on any relevant information to teaching staff and ensure a smooth transition from their previous school. During this visit you will get a tour of the school and have an opportunity to ask any questions and discuss any particular needs for your child(ren).

Visit Parentzone for more information about transitions:

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

1 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

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

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

2 Placing requests & School Zones

For all advice and information on placing requests and guidance on school catchment/zones go to:

<http://aberdeenshire.gov.uk/schools/information/choosing-a-school>

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

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

3 Skills Development Scotland

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

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

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

Support for Children and Young People

4 Getting it Right for Every Child

Getting It Right for Every Child (GIRFEC) is the national policy approach in Scotland which aims to support the wellbeing of all children and young people, by offering the right help, at the right time, from the right people. Certain aspects of this policy have been placed in law by the Children and Young People (Scotland) Act 2014.

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



Its vision is that:

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

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

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

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

5 Wellbeing

Wellbeing of children and young people sits at the heart of the *Getting it Right for Every Child* approach. Eight Wellbeing Indicators shown below, outline the aspirations for all Scotland's children and young people.



The Getting It Right approach means services will work in partnership with children, young people and their parent/carer(s) and we want every child at our school to feel happy, safe and supported to fulfil their potential.

Our approach is that the lead in this area is taken by Principal Teachers of Guidance who are responsible for the pastoral support of young people. All staff have a responsibility to support young people both in terms of reporting any matters that may impact on well-being and in delivering supporting strategies.

Principal Teachers of Guidance

Mrs L. O'Connor (PT) Auchlee

Mrs A.-L. MacLeod (PT) Bourtree

Ms H. Jones (PT) Cookston

Ms A. Cowie (PT) Downies

6 Children's Rights

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

This means we:

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

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

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

7 The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. From birth to prior to starting school, the Named Person Service is provided by your Health Visitor. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they live or what age the child is. Acting as a central point of contact, the Named Person can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

- Providing advice, information or support
- Helping a child, young person, or to access a service or support
- Discussing or raising a wellbeing concern about a child or young person.

There is no obligation for children and young people or parents to accept any offer of advice or support from the Named Person. Non-engagement with a Named Person is not in itself a cause for concern. The Named Person Services is currently delivered on a national policy basis.

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

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

Here at Portlethen Academy the Named Person for your child/young person is ordinarily your child's Guidance Teacher. If this is not the case you will be informed of who it is and the reason(s) for this.

8 Educational Psychology

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

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

The EPS also offers a range of services that help improve learning and wellbeing for all children and young people. We do this through action research, development work with schools, training, and contributing to strategic developments.

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

9 Enhanced Provision & Community Resource Hubs

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

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological

age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

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

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

10 Support for Learning

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

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

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

Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they identify barriers to learning, assess children's needs and support learning and teaching through a relevant curriculum.

Pupil Support Assistants (PSAs) assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

11 The Child's Plan

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



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

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

The Child's Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person's Wellbeing and overcome any difficulties.

A Lead Professional will be identified to co-ordinate and manage any Child's Plan.

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

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

12 Child Protection

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

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

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

Mr T Liversedge, Depute Head Teacher

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

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

You can speak to designated staff in our school

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

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

13 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right for Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire – National Parent Information Service and Helpline

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

Parent & Carer Involvement and Engagement

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

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

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

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

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

14 Parental Engagement

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

15 Communication

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

Use of Groupcall to text and email

School Website:

Social Media:

Newsletters:

Events

Open days/mornings/afternoons

School reports

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

16 ParentsPortal.scot



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

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

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

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

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

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

17 Learning at Home

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

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

<https://portlethenacademy.aberdeenshire.sch.uk/online-learning-area/home-learning-pupil-revision/>

18 Parent Forum and Parent Council

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

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

Contact the Parent Council Chairperson, Fiona Squires or Head teacher for more information about getting involved in the Parent Council or email:

portlethen.aca@aberdeenshire.gov.uk (labelling the email for the attention of the Parent Council.

19 Parents and School Improvement

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

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

20 Volunteering in school

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

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

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

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

21 Collaborating with the Community

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

22 Addressing Concerns & Complaints

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

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

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

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

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

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

School Policies and Useful Information

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

<http://portlethenacademy.aberdeenshire.sch.uk/>

All Aberdeenshire Council Education policies can be found here:

<http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-childrens-services-policy-framework/>

23 Attendance

What pupils need to know:

Lateness:

All pupils arriving late to school should report to the school office where names will be noted, and a late slip provided. Pupils should then proceed to class. Pupils that are late to school without a satisfactory explanation/note will be placed on a detention the following day to pay back this lost time.

Permission for absence from school:

All requests for absence from school for holidays must be made in writing to the Head Teacher. This information will then be shared with Year Head, Guidance, Tutors and Office staff. Requests for release regarding family circumstances or out of school activities e.g. dance exams, cadet camps should be passed to Year Heads. Appointments, as far as possible, should be arranged outwith normal school hours. If a pupil requires to be excused from school he/she should have an appointment card/parental letter.

If a pupil feels ill, they should tell the class teacher and arrange to go down to the school nursing assistant or the school office. If appropriate, they will then contact parents/carers to arrange for the pupil to go home.

If you are absent,

If you are unable to attend school through illness or any other reason the school should be advised of this by a parent/carer. If no contact is made with the school to advise of the reason for absence, a text will be sent to the main contact to inform them of the absence.

What parents needs to know:

The school follows the Aberdeenshire Attendance Policy:

http://www.aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf

Procedures for following up on pupil absence are based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly. The Home/School Liaison Officer has a key role to play, providing a vital link.

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

It is important that staff and parents continue to work together to develop and improve arrangements for monitoring the care and welfare of all children and young people.

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

Attendance and Absence Procedures

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

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

Unplanned Absence

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

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 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.

In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

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

- If your child is unable to attend school through illness/other reason please telephone the school between 8:00 am and 9:15 am on the first day of his/her absence.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.

24 Holidays during term time.

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

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

25 Dress Code

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. As a community school it is also a key part of our Health and Safety procedures.

School uniform consists of –

Boys

Black trousers
White shirt
Black knitwear
School tie
Black shoes

Girls

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

We ask that the school tie is visible as part of the uniform for security reasons. Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

PE Kit consists of –

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)

Belongings & Valuables

- All personal property, clothing and PE kit should be clearly marked with the pupil's name, and school books covered and named.
 - 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.
 - When attending Physical Education pupils are strongly advised to put valuables in their lockers beforehand.
-

School Equipment

The school provides all of the books and equipment that your child will need to use in school. 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.

26 Clothing Grants

Some families may be entitled to a school clothing grant of £100 per eligible child per financial year. More information about this can be found at:

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

27 Transport

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

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

28 Privilege Transport

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

In-zone Privileged transport

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

In-Zone Privilege Transport – Safety

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

Out of Zone Privilege Transport

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

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

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

Local Bus/Registered School Bus Services

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

29 Early Learning & Childcare Transport

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

30 Special Schools and Enhanced Provision

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

31 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

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

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

- **Northsound 1**
FM 96.9
 - **Northsound 2**
MW 1035 kHz
 - **BBC Radio Scotland**
FM 92.4 - 94.7 MW 810 kHz
 - **Moray Firth Radio**
FM 97.4 MW 1107 kHz
 - **Waves Radio**
FM 101.2
 - **Original 106 FM**
-

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

<https://online.aberdeenshire.gov.uk/myAberdeenshire/>

School Information Line

Tel: 0370 054 4999 then 021120 If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

32 Storm Addresses

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

33 Change of address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number or circumstances is notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

34 Anti-bullying Guidance

What is Bullying?

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

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

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

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

What will the school do about it?

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

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

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

More information can be found in our School's anti-bullying guidance at:

<http://publications.aberdeenshire.gov.uk/dataset/b9bb8c35-50b7-401e-a7e3-30833f69cc73/resource/8d5ff96d-775f-4516-9f6b-c15ce425f407/download/ecs-002-edu---anti-bullying-policy.pdf>

(insert link to school version of policy and guidance below*). Copies of this school guidance can also be accessed via the School Office.

35 School Meals

Secondary School Lunches

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

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

Secondary school menu and prices

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

View the

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

There are many benefits of having a school lunch:

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

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

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

Online payments system

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

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

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

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

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

Free School Meals Information

Am I entitled to free school meals?

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

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

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

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

36 Healthcare & Medical

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

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

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

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

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

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

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

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

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

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

Planning formats may include either:

- Individual Pupil Protocol (IPP) (Med form 7).
- Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

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

Please find the link below to our policy and guidance: Supporting Children and Young People with Healthcare needs and managing medicines in Educational Establishments

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

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

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

37 Schools and Childcare – Coronavirus

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

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

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

38 Exclusion

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

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

39 Educational Visits

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

40 Instrumental Tuition

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

For further information go to:

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

41 Education Maintenance Allowance

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

<http://aberdeenshire.gov.uk/schools/parents-carers/assistance/ema/>

42 Public Liability Insurance

Aberdeenshire Council holds third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claims Handling Agents and compensation is dealt with on a strict legal liability basis. This means that there is no automatic compensation, the Council has to be found negligent in order for any compensation to be offered by our Insurers and / or Claims Handling Agents.

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

43 School Off Site Excursion Insurance

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

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee.

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

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

Duty of Care

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

44 Data we hold and what we do with it.

As you are aware the new General Data Protection Regulations (GDPR (EU) 2016/769 came into force on Friday 25th May, 2018. This change to the law gives parents/carers and young people greater control regarding how their personal data is used.

Digital technology has advanced greatly over the years and the Data Protection Act was also updated last year to take this into account and make it fit for purpose (Data Protection Act 2018).

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

45 The information we collect from you

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

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

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

46 Your Data, Your Rights

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at: <https://www.aberdeenshire.gov.uk/online/legal-notice/data-protection/>. Alternatively you can contact the Council's Data Protection Officer by emailing DataProtection@aberdeenshire.gov.uk or in writing at: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

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

The Council is required where it is data controller under the GDPR to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible and easily accessible way and must be written in clear and plain language. There are a number of examples available on <http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notices>.

47 Parental Access to Records

Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 2018. An Access Request is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

<https://ico.org.uk/your-data-matters/>

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

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

48 Information Sharing

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

49 ScotXed

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

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

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

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

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

Further Information

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

School Improvement Plan

The school's indicative improvement plan is available at the following link:

<http://portlethenacademy.aberdeenshire.sch.uk/wp-content/uploads/2019/06/Portlethen-Academy-Indicative-School-Improvement-Plan.pdf>

Members of Parental Groups

The Parent Council Chair is Fiona Squires. If interested in becoming involved in the parent Council's work please contact them via the school office.

Stats for Attainment

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

The dashboards can be consulted [here](#)

School Events Calendar & holidays

<https://portlethenacademy.aberdeenshire.sch.uk/our-school/>

Assessment Calendar

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.

In our partnership with parents, they are welcome to request an interview to discuss their child's progress at any other time during the school session should they wish.

Year/termly plan of learning

Please see the *Faculties and Departments* section of the school website for information on the learning within each faculty.

Senior Phase Course Subject Milestones

These are outlines of the key milestones that young people will experience when working through courses in S4-6 and provide information on topics and assessments.

<http://portlethenacademy.aberdeenshire.sch.uk/parent-area/milestone-documents/>

Pupils should also consider when SQA exams are and the May timetable for all exams can be accessed at <https://www.sqa.org.uk/sqa/41619.html>

Aberdeenshire Council School Holiday Calendar

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

Map of catchment area

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

Staff Team

Mr Neil Morrison	Head Teacher
Mr Craig Cowie	Depute Head Teacher
Mrs Lauren Miller	Depute Head Teacher
Mrs Kirsty Campbell-Robertson	Depute Head Teacher (Acting)
Mr Tom Liversedge	Depute Head Teacher
Ms Patricia Thompson-Wright	Support Services Coordinator (CSN)

DESIGN & TECHNOLOGY

Mrs Rachel Seifert (PT Faculty)
Mr N. Hunter
Mr M McCall
Miss R Mason¹

GUIDANCE

Mrs L O'Connor (PT) Auchlee
Ms H Jones (PT) Cookston
Mrs A Cowie (PT) Downies
Mrs A-L. MacLeod (PT) Bourtree

SUPPORT FOR LEARNERS

Mrs R. MacKenzie (PT)
Mrs L. Bentley

Mrs S. Sircar
Ms R. Park
Mrs A.-M. Phimister
Dr J Price
Mrs S Sanderson

Mrs A. Townhill

SCIENCE

Mrs C Hudgins (PT Faculty)
Miss C Illingworth
Miss H Pierpoint
Miss J Jewell
Miss S Newman
Mrs L Collins
Mr S. King
Miss H. Robertson

ENGLISH

Mrs C Anderson (PT Faculty)
Mrs M Nwokoloh
Mr T. Deveau
Mrs S. Evans
Mrs M Morrison
Mrs F McIntosh

HUMANITIES

Mr K. Rinchey (PT Faculty)
Mrs J. Copner²
Mr I. Cunningham
Mrs C. Ferguson (p/t)
Dr G. Hill
Mrs K. Matheson
Mr K. Ross

HEALTH PROMOTION

Mr C. Lawson (PT Faculty (PE))
Ms C. Abbott (HE)
Mrs L. Wilson (HE)
Miss H. Cumming (HE)
Mr A. Borowski (PE)
Mr M. Gehrich (PE)
Mr R. Tangney (PE)
Mr M. Will (PE)

INFORMATION TECHNOLOGY

Mr I Simpson (PT Faculty)
Mrs L. Fraser (temp)
Mrs V Ingram
Ms E Leigh (probationer)
Mrs S. Jones

EXPRESSIVE ARTS

Mrs J Conway (Acting PT Faculty)
Miss N Lyon (Art)
Ms M. Thomas (Art)
Mr A Waddington (Drama)
Mrs F Johnston (music)
Mrs E Reid (Music)

MUSIC INSTRUCTORS

Mr M. Brechin (Guitar)
Mrs J. Davidson (Violin/Viola)
Mrs S. Gove (Woodwind)
Mrs M. Kelly (Percussion)
Mr S. Matheson (Cello)
Miss D Smith (Piano)
Mr B. Wallace (Brass)

MATHEMATICS

Mrs J Rinchey (PT Faculty)
Miss L Furneaux
Mrs A. Swinton
Mr A. Douglas (p/t)
Ms E Grant
Mrs C. Findlay (p/t)
Miss S Pert (p/t)

MODERN LANGUAGES

Ms F. Craw (PT Faculty)
Mrs A. Campbell (p/t)
Mrs A Scott
Ms K Hunter

¹ Principal Teacher Pupil Development DCT for session 2020/21

² Principal Teacher Pupil Development Aiming Higher for session 2020/21

OFFICE STAFF

Mrs C. Mitchell (Admin Support Officer)
Mrs D. Emslie (Admin Support Assistant)
Mrs D. Liddicott (Admin Support Assistant)
Mrs P. McCombie (Admin Support Assistant)
Mrs K. Montague (Admin Support Assistant)
Mrs T. Stevens (Admin Support Assistant)

NURSING STAFF

Mrs R. McBride (Nurse)
Mrs M. Clark (Nursing Assistant p/t)
Mrs M. Cairns (Nursing Assistant p/t)

TECHNICIAN STAFF

Mrs E. Chesshire (Whole School job share)
Mrs S. Fairclough (Whole School job share)
Mrs L. Hardie (Science Technician job share)
Mrs S. Bruce (Science Technician job share)
Mrs A Cheyne (Technical Assistant)
Mrs A. Cruickshank (Technical Assistant)
Mrs S. Fairclough (Technical Assistant p/t)

LIBRARY RESOURCE CENTRE

Mrs C. Mitchell (Network Librarian)

PUPIL SUPPORT WORKERS

Mrs S. Cooper
Mrs S. Crombie
Mrs D. MacKay (Network)
Mrs D. Ross (attendance)

PUPIL SUPPORT ASSISTANTS

Mrs M. Cairns
Miss L. Clark
Ms G McKay
Ms A. Webster
Mrs P. Shearer
Mrs L. Skene
Mrs K. Henderson
