



From mountain to sea

Turriff Academy

Handbook 2021/22



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All information in this handbook is correct as of December 2021

Introduction to Turriff Academy

Welcome to Turriff Academy, as Head Teacher I would like to welcome you to Turriff Academy School Handbook. Here you will find information on our school aims, vision and values, our educational provision in its widest sense and important background information to help your child make the transition to Turriff Academy.

Turriff Academy is a six year comprehensive secondary school serving a large, predominantly agricultural catchment area. We have 9 associated primary schools, Auchterless, Crudie, Easterfield, Fintry, Fisherford, Fyvie, King Edward, Turriff Primary School and Monquhitter. The Academy has a roll of 660 pupils and over 80 teaching and non-teaching staff. The accommodation of the school provides an excellent learning environment for our pupils and teaching environment for our staff.

School Contact Details

Head Teacher	Lee Menzies
School Name	Turriff Academy
Address	Victoria Terrace, Turriff, AB53 4UA
Telephone Number	01888 530900
Nursery Number	
Website	www.turriff.aberdeenshire.sch.uk
Parent Council Email	turriffacademypc@hotmail.com
Turriff Academy Social Media	Facebook: Turriff Academy@turraacademy Twitter: @turriffacademy1

Adverse weather and emergency closure

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

Information Line 0370 054 4999 [School Pin 021140] (Please do not use this line to leave messages for the school.)

Turriff Academy is a non-denominational school with a role of 660. The school serves Turriff catchment area.

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

Our Vision, Values and School Ethos

**Respect, Ambition, Achievement
Ready, Respectful, Safe**

Turriff Academy is a community which fosters Respect, Ambition and Achievement for All. At Turriff Academy, we encourage all students to be Ready for learning, Respectful to all and safe in all they do.

At Turriff Academy we value

- Highest achievement for all
- Hard work and perseverance
- Trust, honesty and integrity
- Equality, fairness, diversity and inclusion
- Care for self and others
- Care for the local and global environment

At Turriff Academy we aim to uphold these values by

Respect

- Developing respect for self and others
- Building strong, positive relationships and a sense of personal responsibility
- Developing effective participants in society with a sense of belonging and community

Ambition

- Building on individual talents, interests and ambitions by providing opportunities for all
- Providing challenge and motivation
- Building personal, social and emotional resilience

Achievement

- Providing interesting, enjoyable and creative learning opportunities
- Communicating reflectively, while working independently and co-operatively

At Turriff Academy, we are committed to developing each individual pupil and to providing many opportunities for young people to achieve success. Through high quality teaching and learning from a dedicated and caring staff, we provide a supportive and challenging educational experience. Our curriculum is designed to meet the needs of our pupils while our whole school programme helps to enhance pupils' learning and develop a range of skills for learning, life and work.

Turriff Academy is a community which fosters Respect, Ambition and Achievement for all. We have high expectations of achievement, behaviour and dress. In ensuring that your child is happy at Turriff Academy, we recognise the benefit of strong partnerships with parents. All parents are welcome to contact the school at any time and I invite you

to strengthen your partnership through involvement in Parents' Evenings and events or by joining the Parent Council or Friends of Turriff Academy.

We are very proud of the achievements of our pupils and as we continue to realise the opportunities afforded in Curriculum for Excellence, we will ensure that our pupils are prepared for life, work and learning beyond.

We are delighted to have been awarded UNICEF's Rights Respecting School Award at Level 2.

SCHOOL OPENS: 8.45

**SCHOOL CLOSES: 3.50 on Tuesday and Thursday
3.00 on Monday, Wednesday and Friday**

THE SCHOOL DAY:

Note:

Warning bells ring at 8.40 and 1.15 each day.

These are a signal for pupils to make their way to class.

Please note for session 20/21 to reduce circulation at the start of the day all pupils go to their period 1 class and 8.45 – they do not go to a registration room. The register is taken by their period 1 teacher.

Day	Monday		Wednesday & Friday		Tuesday & Thursday	
	Start	Finish	Start	Finish	Start	Finish
House Tutor	8.45	9.00				
Period 1	9.00	9.45	8.45	9.45	8.45	9.45
Period 2	9.45	10.35	9.45	10.35	9.45	10.35
Interval	10.35	10.50	10.35	10.50	10.35	10.50
Period 3	10.50	11.40	10.50	11.40	10.50	11.40
Period 4	11.40	12.30	11.40	12.30	11.40	12.30
Lunch	12.30	1.15	12.30	1.15	12.30	1.15
Period 5	1.20	2.10	1.20	2.10	1.20	2.10
Period 6	2.10	3.00	2.10	3.00	2.10	3.00
Period 7					3.00	3.50

THE SCHOOL OFFICE

Hours of opening: 7.45 until 4.00 Monday Wednesday

7.45 until 4.30 Tuesday and Thursday

7.45 until 3.30 Friday

1. TEACHING STAFF

Name	Post	Code	Name	Post	Code
Senior Leadership Team					
Ms Lee Menzies	HT	HT1	Mathematics		
Mr John Martin	DHT	HT2	Mrs Debbie Tocher	PT(F) - 0.8 fte	MA1
Mrs Kate Clarke	DHT	HT3	Mrs Jacqui Massie	PT (F)	MA2
Ms Jane Bisset	DHT	HT4	Mrs Lindsey Drysdale		MA3
Mr Lindsay Rouse	CBM	SM1	Mrs Moira Nicoll	p/t (0.8 fte)	MA4
Technologies			Mrs Gill Davies		MA5
Mrs Christine Cooper	PT(F)	BT1	Mrs Flora Murdocch	p/t (0.2 fte)	MA6
Mr Hugh Conway	p/t (0.6 fte)	BT2	Modern Languages		
Mr Robert Haines	p/t (0.7 fte)	BT3	Ms Deborah Grenet	PT(F)	ML1
Ms Charlene Aquilina		BT4	Mrs Joanna Phelan		ML2
Mrs Tina Biddlecombe	p/t (0.4 fte)	BT5	Miss Samantha Thiel	Part MS	ML3
Mr Luis Medivelso		CT1	Physical Education		
Englsh			Mr David Laing	PT(F) - 0.6 fte	PE1
Mrs Caron Sievwright	PT(F)	EN1	Mr Alan Shearer	PT(F) - 0.4 fte	PE2
Mrs Paula Wilson	p/t (0.6 fte)	EN2	Miss Rachel Smith	p/t (0.4 fte)	PE3
Mr Paul Grant		EN3	Ms Alyx Harrison		PE4
Ms Dawn Gavin		EN4	Mr Fraser Gray		PE5
Miss Emily Allen		EN5	Science:		
Mr Daniel Sexton		EN6	Physics		
Expressive Arts :			Mrs Abi Gibbon		PH1
Music			Mr Steven Dempsey		PH2
Mrs Zoe Hall	PT(F)	MU1	Biology		
Mrs Morven McNeil	p/t (0.6 fte)	MU2	Mr Alan Stickle		BI1
Mrs Joanne Ingram	pt (0.4 fte)	MU3	Miss Rowan Cannell		BI2
Drama			Miss Sue Rodwell	p/t (0.8 fte)	BI3
Mrs Alicia Johnstone	p/t (0.6 fte)	DR1	Chemistry		
Art & Design			Mr Stephen McNeil	PT(F)	CH1
Mr Robbie Duncan		AD1	Miss Kat Barnard		CH2
Ms Fiona Michie		AD2	Mrs Maryann Blakeborough		CH3
Home Economics			Support for Pupils:		
Ms Helen Paterson	PT(F) - 0.8 fte	HE1	Guidance		

Miss	Hayley Johnston	PT(F) - Weds	HE2	Mrs	Vicki Ferguson	PT	GU1
Humanities:				Miss	Emma Marshall	PT	GU2
History				Mrs	Brenda Grant	PT	GU3
Mr	George Baird	PT(F)	HI1	Mrs	Karen Tetlow	PT	GU4
Mrs	Fran Mottashaw		HI2	PT Recovery and Equity			
Geography				Miss	Shakira Alecio		GE2
Mr	Michael Forsyth		GE1	Teacher of Wider Opportunities (Health & Wellbeing)			
Miss	Shakira Alecio		GE2	Mr	Joe Lane		HW1
Miss	Laura Smith	Probationer	GE3	Support for Pupils			
Modern Studies				Mrs	Gemma Henderson		ASL1
Mrs	Alison Gray	p/t (0.8 fte)	MS1	Mr	Ronald Burnett		ASL2
Mr	Mark Pye		MS2	Mr	Maciej Lenicki		ASL3
Miss	Samantha Thiel	Part ML	MS3	Mr	Tim Skinner		ASL4
Religious, Moral & Philosophical Studies				Ms	Julie Green		ASL5
Mrs	Stephanie Chalmers		RS1	Mr	Chris Dunbels		ASL6
				Mrs	Joanne Ingram	pt (0.4 fte)	ASL7
				Mrs	Moira Cooper	pt (0.2 fte)	ASL 8
ABBREVIATIONS:				HT:	p/t:	part-time	
				DHT:	j/s:	job share	
				CBM	LTT:	Long Term Temporary	
				PT(F):	LIB:	Librarian	
				PT:	Prob:	Probationer	
				Act.:			

TURRIFF ACADEMY Non Teaching Staff

STAFF LIST

SESSION 2020-2021

2. HEALTH TEAM

Ms Jenny Arnott		School Nurse/ Health Adviser
Mrs Angie Milton	0.66fte	School Nursing Assistant

Technician Team

Mrs Catriona Dubbels		Science Technician
Mr Andrew Smith		Whole School Technician
Mrs Diane Johnstone		Technical Assistant
Mrs Janice Beedie	0.5 fte	Technical Assistant
Ms Joanne Cathcart	26.5 hrs pe week	Technical Assistant
Mr Steven Shorrocks	0.8 fte	Technical Assistant

3. MUSIC INSTRUCTORS

Mr Brodie McCash	Thurs PM	Cello/Double Bass
Mr Brodie McCash	Tuesday Mon, Wed 11.50 on	Percussion
Mrs Shanks	Monday to 13.20	Woodwind
Mr Fabrizio Oddo		Brass

Ms Andrea Ralston	Friday	Violin/Viola
Mr Doug Watt	Thurs to 13.20	Piano/Keyboard
Mr Paul Holroyd	Wednesday	Guitar

4. SUPPORT STAFF

Administrative / Clerical Support

Mrs Fiona MacKay		Admin Support Officer
Mrs Karen Bremner	0.8fte	Admin Assistant
Mrs Lynne Morrison		Admin Support Assistant
Mrs Lee Rose	0.85fte	Admin Support Assistant

Janitorial Team

Mr Dave McLaren		Supervisory Janitor
Mr Steve Lander	0.4 fte	Janitor
Mr Bruce Baker		Network Janitor
Mr Fred Grant	0.6 fte	Network Janitor
Mr Derek Mackie		Network Janitor

Library Resource Centre

Vacancy

Pupil Support Assistants

Mrs Allison Gray	0.8 fte	
Mrs Aileen McHardy		
Mrs Elizabeth Norrie	0.4 fte	
Mrs Amanda Allan		
Mrs Ruth McKee	0.8 fte	
Mrs Lesley Chapman	0.8fte	Second to PSW role 1.0 fre to July 22
Ms Kerry McGregor		
Mrs Kirstin Williamson	0.6 fte	
Mrs Vicki Geddes	0.8 fte	
Mrs Caroline Geddes	0.6 fte	

Other

Miss Lorraine Dobson		Trainee psychologist
Mr Colin McRae		CLD

5. TURRIFF COMMUNITY SCHOOLS NETWORK STAFF

Mrs Janice Beedie	0.5 fte	Senior Clerical Assistant (p/t)
Mrs Clair Riddoch	0.8 fte	Pupil Support Worker
Mrs Sophie Fisher	1.0fte	Pupil Support Worker
Mrs Lesley Chapman	1.0 fte	Pupil Support Worker

Curriculum

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

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

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

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, German and Mandarin(Senior Phase only)

Curriculum Design

Our curriculum is designed based on the following 7 principles:

- Challenge and enjoyment
-

- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

Developing Young Workforce

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

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

The DYW Aberdeenshire priorities are as follows:

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

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

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

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

Curricular Levels

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.

Third and Fourth

S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all the fourth level outcomes.

S1 – S3 Curriculum Plan

	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	31	32	33					
S4,5,6	REG	Option 1			Option 2			Option 3			Option 4			Option 5			Option 6			PE/PSE																		
Blocks consisting of courses leading to SCQF levels 5-7 (6 x 50 mins) Options 1 - 6 to provide pathways to meet positive destination needs. Option 6, which will be timetabled against all other columns, consists of PSE, PE and Personalisation and Choice through Leadership & Study Work Experience, College Experience catered for as appropriate																																						
S3		Languages and Literacy: English (4) Mod Lang. (3)			M & N: Mathematics (4)			Social Studies (3)			Sciences (3)			Technologies (3) BM, B IT, Comp, Games, C and D, GC, HE			Exp Arts (3) A and D, Drama, Music			P and C (3)			HWB/CORE (6) PE(2), PSE(1) RMPS(1) LITERACY (1), and NUMERACY (1) (Science)			32		1 X Personalisation and Choice Column (3) and 1 X Skills DevelopmLiteracy, Numeracy, Health and Wellbeing										
S3 - 3 Periods of one subject in Social Studies, Science, Technologies and Expressive Arts, with one extra choice column (again 3 periods)																																						
S2		Languages and Literacy: English (4) Mod. Lang. (3)*			M & N: Mathematics (4)			Social Studies (4)			Sciences (4)			Technologies (3) BET (1) OL(2)			Exp Arts (3) A and D (1), Drama (1), Music(1)			HWB/CORE (7) HE (2), PE (2), PSE (2) RMPS (1)			32		No HE/OL Rota													
S2 - Pupils choose either French or German and continue with that choice in S2 and S3. S2 Social Studies - combined course or 1 period per week.																																						
S1		Languages and Literacy: English (4) Mod. Lang (3)			M & N: Mathematics (4)			Social Studies (4)			Sciences (4)			DS (1) Technologies (3) BET (2) OL(1)			Exp Arts (3) A and D (1) Drama (1) Music (1)			HWB/CORE (6) HE(1) PE (2) PSE(2) RMPS(1)			32		HE/OL Rota													
S1 - all pupils follow a common timetable																																						

Curriculum Map 2021

- S1 HE/OUTDOOT LEARNING Rota plus 1 Digital Skills
- S2 No HE/OUTDOOR LEARNING Rota
- S3 1 x Personalisation Column plus 1 X Numeracy (Science) (1)

S4-S6 Curriculum Plan

	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	31	32	33						
S4,5,6	REG	Option 1			Option 2			Option 3			Option 4			Option 5			Option 6			PE/PSE																			S4 would have 2 X PE and 2 X PSE S5/S6 would have 1 X PE and 1 X PSE
S4, S5 and S6 Pupils will choose 6 subjects (5 Higher and 3 Advanced Higher Pupils Excepted)																																							
# S5 and S6 pupils will be able to choose only 5 subjects where they are studying 5 Highers, or 3 Advanced Highers. # Where S5/S6 pupils have only 5 courses their 6th choice will be dedicated/subject Study Leadership will be available to S5 and S6 pupils as a choice (where certification will be expected) ie First Aid, Sports Leaders, etc # Alternative Pathways will be available for a significant number of pupils. These Pathways could include College, Career Ready, Work Experience, Volunteering, etc built into pupil timetables.																																							
S3		Languages and Literacy: English (4) Mod Lang. (3)			M & N: Mathematics (4)			Social Studies (3)			Sciences (3)			Technologies (3) BET, CAD, GC, HE			Exp Arts (3) AAD, Disco/PE, Drama, Music			P&C (3)			SS			HWB/CORE (5) PE(2), PSE(2) RMPS(1)			#		1 X Personalisation and Choice Column (3) and 1 X Skills Development								
S3 - 3 Periods of one subject in Social Studies, Science, Technologies and Expressive Arts, with one extra choice column (again 3 periods)																																							

Development of Spiritual, Moral, Social and Cultural Values

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

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

RELIGIOUS MORAL & PHILOSOPHICAL EDUCATION

In accordance with the policy of the Education Authority, there is a department of Religious Moral and Philosophical Education and all pupils are time-tabled for the subject up to S4. The school's programme in Religious, Moral & Philosophical Education has been drawn up in accordance with Scottish Office 'National Guidelines' and is presented under three broad headings:

Christianity, Other World Religions and Personal Search.

A broad-based approach to the subject is taken where pupils have an opportunity to study the beliefs and practices of Christianity, other selected World Religions and some non-religious stances for living. Pupils are encouraged to explore for themselves question of meaning, value and purpose relating to many aspects of life. As such, the courses are considered to be appropriate for all pupils, regardless of their own personal religious beliefs. Pupils can gain an RMPS Award at National 4 or 5 for this core course.

Pupils at S4 also have RMPS as an option choice at National 4 and National 5. Pupils in S5/6 can continue to progress in RMPS to National 5, Higher or Advanced Higher as an option choice.

RELIGIOUS OBSERVANCE

Opportunities for pupils to experience Religious Observance are provided in line with guidelines set out by Aberdeenshire Council. These take place at morning assemblies held, to celebrate those important events in the calendar to allow reflection around Remembrance, Christmas and Easter. ***For session 21/21 assemblies will not take place due to COVID restrictions.***

Parents wishing to exercise their right to withdraw their child from Religious Observance should contact the Head Teacher so that acceptable alternative arrangements can be made.

EXTRA-CURRICULAR ACTIVITIES

Activities out with and beyond the classroom are many and varied. These have been reduced this session due to restrictions place on us by COVID

The school's programme of activities will, from time to time include some, or all, of

the major sports - football, hockey, badminton, tennis, netball, swimming, volleyball, athletics. The School has two gymnasiums for formal work in Physical Education as well as negotiated access to the Sports Centre and Swimming Pool nearby. It's playing fields are also within easy reach of the main buildings. The Assembly Hall is used for activities such as volleyball, badminton and table tennis.

Further details about the organisation of practices and fixtures are available from the staff concerned. Opportunities are also available for pupils to become involved in a variety of musical and dramatic activities and in various clubs and societies.

A major contribution to this part of school life is the annual Inter-House Championship event which runs throughout the session. These have been restricted this session due to COVID.

School Trips of both an educational and recreational nature under normal circumstances take place regularly. ***Due to current COVID restrictions and advice these have been put on hold for session 2021/22***

1+2 Language Learning

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

In our School the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). (Amend depending on cluster) For more information go to www.aberdeenshire.gov.uk.

In Turriff Academy the first foreign language will be French with opportunities to develop the second language German as pupils progress through BGE. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to www.aberdeenshire.gov.uk

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

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

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

Further Information

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

www.turriff.aberdeenshire.sch.uk

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Pre school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

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

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

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

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

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

Parents will be informed of progress:

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

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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

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

Transitions (Moving On)

TRANSFER TO SECONDARY EDUCATION

Most children from the 9 primary schools within the Turriff Network attend Turriff Academy. Turriff Academy is part of the Turriff Children's Services Network.

An induction programme for Primary 7 is in place to help support transition into S1. The programme includes a 4-day transition experience to the Academy towards the end of June. Further support is offered to children who require additional visits through Bridging Support. This is a half day visit over a period of 5 weeks from May to June. A Parent Information evening is held during the four-day visit where information is shared and questions can be asked. Parents are shown round the school and meet with Guidance Teachers and Support for Learning staff. Information regarding the full induction programme is communicated to parents in January each year.

Liaison between Primary Schools and Turriff Academy is excellent. Primary pupils have the opportunity to come to the Academy for a number of events including school shows and concerts. Staff from the Academy, in particular Guidance Teachers and Year Head, visit the Primary Schools during the session.

Information about P7 pupils is gathered over the session by the Support for Learning team and shared with Guidance Staff at the Academy to help support appropriate continuity of education. Transition meetings with staff, parents and other professionals are held for pupils who require additional support.

This is also an opportunity for parents to meet their child's teacher/**Guidance Teacher** and to ask any questions or share any information about your child's needs which will help support them through any transition.

Visit Parentzone for more information about transitions:

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

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 Rebecca Stoker. Contact with the Careers Adviser should be done through the school.

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

Support for Children and Young People

4 Getting it Right for Every Child

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

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



Its vision is that:

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

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

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

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

5 Wellbeing

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

- Included
 - Safe
 - Healthy
 - Achieving
 - Nurtured
-

- Active
- Respected
- Responsible



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

HOUSE SYSTEM

When pupils enter Turriff Academy, they are allocated to one of four 'Houses' - Craigston, Delgaty, Forglan, and Hatton. Each House is in the charge of a Principal Teacher of Guidance in whose care pupils remain for as long as they attend the Academy. Children from the same family are always allocated to the same House. In this way, it is hoped to promote continuity, genuine interest in the pupils and their families a feeling of belonging to an identified group within the school and a close relationship between school and parents.

The school invites and welcomes comments and queries from parents at any time of the year about any matter relating to their child's progress or welfare. In the first instance, parents are requested to ask for their child's Guidance Teacher. The Guidance Teachers are responsible for the general welfare of their pupils and, as such, they try to get to know them all individually.

Their role in the school involves them in the induction of P7 and 'new' pupils into the Academy, the development and teaching of the school's programme of Personal and Social Education, individual counselling, subject choice, careers guidance and behavioural matters - a role that places them in the best position to advise you on any matter related to your child's attendance at Turriff Academy.

Currently the Guidance Teachers are as follows:

Craigston	Mrs Vicki Ferguson
Delgaty	Ms Emma Marshall
Forglen	Mrs Brenda Grant
Hatton	Mrs Karen Tetlow

ADDITIONAL SUPPORT FOR LEARNING (ASL)

All children and young people may need support at some time to help them benefit from school education. Most of the time the class teacher is able to provide the support required. However, a pupil may be referred to the ASL team for specialist, targeted provision.

In Turriff Academy we have 1 Principal Teacher of Pupil Support, Mrs G Henderson and her remit covers

- Assessments of pupils' needs
- Follow up specialised programmes as identified by above
- Assessment Arrangements for each pupil.
- ICT programmes such as "Read Write Gold"/Immersive Reader, use of digital exam papers
- Analysis of Attainment data
- Primary Secondary transition liaison.
- Chairperson for Admissions and review meetings for LDSS and SpLDSS
- Timetabling of ASL teachers and PSAs
- Managing the support of pupils who are out of class
- SEMH (Social Emotional Mental Health) counselling support
- Bridging group
- Liaising with FE college/s

In addition pupils with additional support needs are supported in the Academy by a further 6 ASL teachers and 10 Pupil Support Assistants (PSAs).

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/>

6 The Named Person

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

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

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

The Named Person can help by:

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

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

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

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

The Named Person for your child/young person is:

7 Educational Psychology

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

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

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

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

8 Enhanced Provision & Community Resource Hubs

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

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

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

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

9 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.

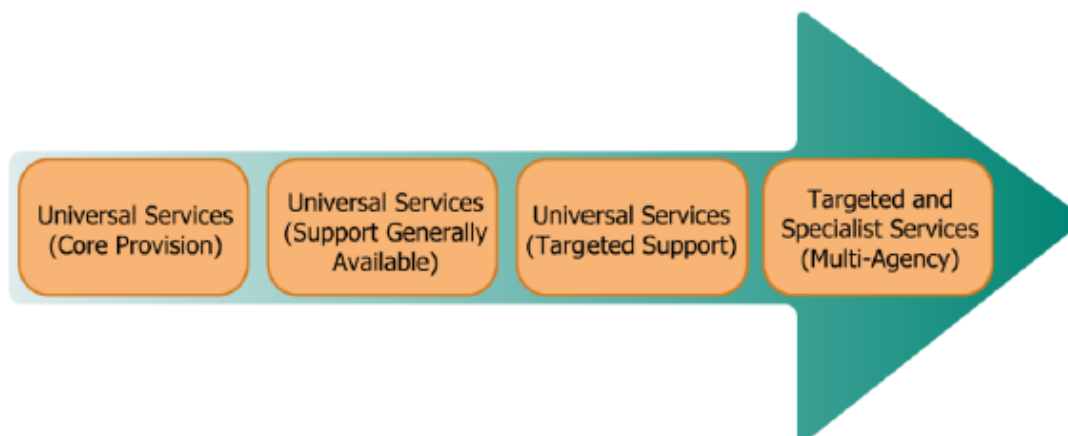
Pupil Support Assistants (PSAs) assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

10 The Child's Plan

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

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

Targeted and Specialist Services (Multi-Agency)



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

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

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

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

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

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

11 Child Protection

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

Equal Protection from Assault (Scotland) Act 2019.

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

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

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

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/>

12 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.

13 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-eed64086ea42>

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:

- Weekly Parental Updates
 - Email and texts to parents through Groupcall
 - Individual invitations to parents
 - Tracking reports for all year groups
 - Parent Council and PTA
 - Contact by Guidance or Support for Pupils staff
 - School website
-

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). A new service is now available, making communication between the school and yourselves easier and more effective.

We will continue to offer text and emails to those who prefer this method, but the new *Groupcall Xpressions* app for mobile phone or tablet is free for you, and the school.

What happens if I haven't got the app?

Nothing will change. Sending messages via the app saves the school money. We will continue to send texts and emails to those who prefer these methods.

Once installed and set up, the app offers a range of benefits including:

- Messages from the school delivered directly to the app
- Urgent text messages duplicated into the app
- Even if your children attend schools in different authorities, all messages can be received through the app
- Ability to reply to selected messages and complete satisfaction surveys via the app
- Messages can be sent to more than one contact if required

To start receiving messages via the app:

- Make sure the school holds an up to date mobile number and email address. Contact the school if you need to change your details now or in the future.
- Visit your phone/tablet's apps store to download the *Groupcall Xpressions* app and follow set up guidance at <http://parents.groupcall.com/setup/>

Parents are also invited to get in touch with the school about any matter concerning their child's education. The Guidance teacher should be the first point of contact. To help us, please telephone and make an appointment (telephone 01888 530900) - unless it is an emergency. This will enable us to obtain any background information and respond to your query or concern as efficiently as we can.

If you wish to speak to a member of the Senior Leadership Team, please contact the Year Head in the first instance.

The Year Heads are as follows:

S1 & S3 Year Head

Ms Jane Bisset, Depute Head

S2 & S4 Year Head and Support for Pupils

Mrs Kate Clarke, Depute Head

S5 Year Head

Mr John Martin, Depute Head

S6 Year Head

Ms Menzies Head Teacher

Each Year Head has a range of duties in relation to their year groups including

- Enrolment of new pupils
- Choice of course
- Attendance/punctuality and behaviour issues

Again, please telephone the school to make an appointment with the Year Head to help us deal with your concern effectively.

In addition the Head Teacher is, of course, happy to meet with parents at any time and it would be appreciated if, other than in the case of an emergency, an appointment could be made.

Any general enquiries about the school e.g. school times, holidays, free school meals and transport should be made to the School Office on 01888 530900.

ParentsPortal.scot

parentsportal.scot

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

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

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

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

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

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

16 Learning at Home

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

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

www.turriff.aberdeenshire.sch.uk

17 Parent Forum and Parent Council

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

Turriff 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 Mrs A Strachan or Head teacher for more information about getting involved in the Parent Council or email:

turriffacademypc@hotmail.com

18 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

19 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.

20 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

21 Addressing Concerns & Complaints

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

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

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

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

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

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

School Policies and Useful Information

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

22 Attendance

What to do if I'm.....?

Off School

The proper place for you to be on a school day is in school. If you are not in school there must be a very good reason, such as illness.

If you are absent from school your parent/carer should telephone the school advising of the absence and give a reason.

If your parent/carer has not contacted the school by telephone you must bring a letter confirming the reason for absence when you return. The letter should state the first and last day of the absence and be signed by your parent/carer.

Feeling unwell at school

If you are feeling ill in class, you should tell your teacher first and you will be sent to the Nursing Assistant. If it is decided that you are unable to continue your studies, your family will be contacted to collect you from school before you are allowed to sign out of school and go home.

Appointment

- Take an appointment card or note from your parent to your Register Teacher in Registration.
- When it is time to leave school go to the School Office to let the staff know you are leaving.
- If you come back later the same day, sign in at the School Office.

Late

Late coming can be a habit which is difficult to break.

If you arrive late

- you should sign in at the office as normal
-

- if the lateness is accompanied by a note or prior notification, the pupil is issued with a slip to give your teacher of the class you are going to and their attendance record will be updated. (This may be appointments, transport issues etc.)
- If the lateness is not accompanied by a parental notification, a text will be sent home to alert them to the fact that you have been late for school. (This may be due to the fact that you have slept in, not given yourself enough time to walk to school etc). You will again be issued with a slip as above to hand to your class teacher. The slip will note the time you arrived in school.
- Please note you will be recorded late for any class that you arrive late.

In line with updated Aberdeenshire Council's Updated Attendance Policy, please take note of the following procedures which should help us to ensure we are kept up to date with your child's attendance:

The vision for Scotland's children and young people is for them to reach their full potential and be successful learners, confident individuals, effective contributors and responsible citizens. A 1% increase in attendance can raise attainment by 5%.

Getting It Right for Every Child (GIRFEC) aims to ensure all children and young people are fully supported by keeping their wellbeing at the heart of the approach. School attendance is key to GIRFEC, regular attendance is key to children making the progress they should.

Parents and school have important key roles to ensure the process is rigorous.

Parents are asked to telephone/email/text the school prior to morning registration whenever your child is absent. If your child has an appointment, dental or medical, for example, parents are asked to notify the school as far in advance as possible. A message can be left on the school answering machine before 8 am.

School will contact parents by text/email/telephone if the child is recorded as absent at morning registration and parents have not made contact with the school.

In the Academy, attendance is monitored period by period. The same process will apply if a child is found to be missing from class at any time during the school day.

Parents are asked to respond without delay. Schools need to know that parents/carers know that their child is safe.

School will continue to make contact through all known contact and emergency numbers for the next hour. (It is therefore extremely important that you inform us immediately of changes to contact details as and when they arise).

In the event of no contact being made the Guidance teacher will be informed and a decision will be made as to what happens next – this could include contacting the police, social work or other appropriate agency.

Vulnerable children are likely to be declared missing. This will trigger a call to Social Work or Police to support us in our tracking of the missing child.

We appreciate your assistance in helping us put these procedures in place.

Lateness

Persistent lateness can have the same adverse effect on the progress and wellbeing of children as poor attendance. Good timekeeping is a life skill and good habits need to be encouraged at school and at home. There are many reasons for children failing to get to school on time. Working with parents/carers, action needs to be taken before bad habits are established.

School will monitor late arrivals and contact parents/carers by letter when concerns arise – normally after 5 instances of lateness. A meeting will be arranged to discuss and address the issues.

The school follows the Aberdeenshire Attendance Policy:

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

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

23 Holidays during term time.

The Scottish Government has deemed that holidays taken during term time 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/>

24 Dress Code

Although the following information still stands in terms of our ethos. This session our dress code has been relaxed.

Pupils should come to school smartly dressed, however on PE days pupils should attend in their PE kit. This should include warm clothing as whenever possible PE will be outside. Pupils should also take a dry set of clothes with them in the event of them getting wet.

Please also note towards the end of this session we will be consulting on reviewing our dress code.

We want pupils to be proud of belonging to Turriff Academy. The communities surrounding Turriff and the town itself deserve to have a school that presents a strong, positive advertisement of all that is best in education.

We expect all pupils to be smart in appearance by wearing the school dress code every day.

All Pupils:

- Plain black or white shirt.
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- Plain black sweatshirt, jumper, cardigan, with or without the school logo.
- Plain black skirts or trousers – no coloured stitching or logos.
- Tie – black with house colour stripe.
- Blazer or jacket – plain black, with or without school logo (optional).

The dress code does not include any stripes, spots, lace patterns or logos.

Only plain black and white with or without the school logo.

Shoes and trainers should be dark though white trainers are acceptable.

Brightly coloured shoes and trainers are not acceptable.

Leggings worn on their own are not acceptable.

Strappy tops are not acceptable.

Dress code for P.E. (PLEASE SEE ABOVE)

Where Physical Education is concerned, parents should realise that in the interest of health and safety they should make every effort to ensure that their children come to school with the recommended items of clothing and footwear.

Essential

A plain top (an extra top for outdoor wear)

Shorts

Training shoes, preferably with light coloured soles Sports socks

Swimming trunks or one piece Swimming costume

Optional

Football boots, Hockey boots, Dancing/Gymnastic shoes

Notes;

1. Most training shoes are designed for outdoor use with relatively inflexible gristle soles which do not hold well on smooth wooden floors, metal and wood apparatus, etc., and are potentially dangerous. Indoor shoes should be carefully selected.
 2. A tracksuit is a desirable extra garment, particularly for the enjoyment of outdoor activities in colder weather.
 3. Jewelry must be removed before pupils participate in physical activities. These
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and other valuables must not be left in the changing areas but should be placed in the lockers provided. Padlocks are provided for this purpose.

4. It is also recommended that pupils with shoulder length hair (or longer) should tie it back during activity and wear a swim cap in the Pool.

PUPIL'S PROPERTY

Inevitably pupils mislay some of their belongings from time to time. Lost property is usually handed to the Janitor or the Office staff and can be reclaimed from them.

It cannot be stressed too strongly, however, that parents ensure that the pupil's name is on every item of clothing or other property brought to school. Cases of theft are not common in Turriff Academy, but it is obviously in the best interests of pupils that temptation is not put in the way of the potential pickpocket. Thus, it is essential that pupils remove all money and valuables from coats, jackets etc., which they leave in the cloakroom. In general, pupils should be discouraged from bringing to school large amounts of cash or belongings of considerable value. However, if it is necessary for a pupil to do this, the item concerned may be deposited in the Office for safekeeping. No responsibility will be taken for any items not so deposited. The school has a stock of personal storage lockers which may be rented by pupils for a small annual fee. Again, neither Turriff Academy nor Aberdeenshire Council will be liable for damage to or loss of contents of a locker. Pupils should provide their own padlock and key once their locker has been allocated

CARE OF SCHOOL PROPERTY

No charge is made for the textbooks, jotters etc., which are issued to pupils, but, since books are very expensive nowadays, and it is assumed that these will be returned to the school in reasonable condition. If a book is lost or damaged through ill-use, the pupil will be expected to pay for the replacement of the book.

Similarly, if any item of school furniture or furnishings (lampshades, window panes, etc.) is broken because of carelessness, or a deliberate act, on the part of a pupil, a charge will be made to recover at least part of the cost of repairs.

25 Clothing Grants

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

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

26 Transport

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

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

27 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.

28 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.

29 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils with additional support needs who access enhanced provision or community resource hub level support. In certain cases, it will be appropriate for pupils to make their own way to school by public transport and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Local Authority will consult with the Community Child Health Service before deciding if free transport should be provided.

30 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

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

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

- **Northsound 1**
FM 96.9
- **Northsound 2**
MW 1035 kHz
- **BBC Radio Scotland**
FM 92.4 - 94.7MW 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 **021440**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

31 Storm Addresses

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

32 Change of address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number or circumstances is amended via your parentsportal.scot account (see Menu section 'Your Account') or notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

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

More information can be found in our School's anti-bullying guidance at <http://turriff.aberdeenshire.sch.uk/turriff-academys-anti-bullying-policy/>.

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

34 School Meals

Secondary School Lunches

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

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

Secondary school menu and prices

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

View the

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

There are many benefits of having a school lunch:

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

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

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

Online payments system

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

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

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

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

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

Free School Meals Information

Am I entitled to free school meals?

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

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

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

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

35 Healthcare & Medical

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

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

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

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

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

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

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

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

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

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

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

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

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

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

36 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](#)
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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, an online British Sign Language interpreting service.

37 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

38 Educational Visits

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

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

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

39 Instrumental Tuition

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

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

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

For further information go to:

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

40 Education Maintenance Allowance

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

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

41 Public Liability Insurance

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

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

42 School Off Site Excursion Insurance

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

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

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

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

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

Duty of Care

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

43 Data we hold and what we do with it.

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

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

44 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.

45 Your Data, Your Rights

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at: <https://www.aberdeenshire.gov.uk/online/legal-notice/data-protection/>

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

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

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

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

46 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>

47 Information Sharing

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

48 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

Our most up to date plan can be accessed by contacting the School Office.

Members of Parental Groups

<http://turriff.aberdeenshire.sch.uk/parent-council-2/>

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](#)

Digital Documentation

Acceptable Use Policy

<https://turriff.aberdeenshire.sch.uk/wp-content/uploads/ICT-Acceptable-Use-Policy.doc>

GLOW – our main home learning platform – all pupils should have a GLOW User Name and Password and they can log on by clicking below:

<https://turriff.aberdeenshire.sch.uk/wp-content/uploads/access-glow.jpg>

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>
