



Dunnottar School Handbook

Revised January 2016



“We Shine”

Aberdeenshire
COUNCIL



*This document is available in alternative formats. Please contact Mrs. Williams, Head Teacher.

Dear Parent,

Welcome to Dunnottar Primary School. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us. We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at Dunnottar School.

The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

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

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

Yours sincerely

Mrs Lisa Williams
Head Teacher

[Link to a map with the school location below](#)
[Dunnottar School Location](#)

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

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

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Section 1

General School Information

Dunnottar School Background Information

The school roll for session 2015-16 is 205 pupils and we have 9 primary classes this year. We have a Nursery based on the Carronhill campus which can take up to 20 children in each of the 2 sessions per day. The nursery pupils visit the school as often as possible. We provide education for children aged 3 – 12 (Ante-Pre School Nursery to Primary 7.)

The first Dunnottar School was in existence at the end of the 17th Century and the second school from 1853-1889. The decision to build a new school was taken by the Dunnottar School Board in 1886 and the site chosen was the garden of the “Dominie”, the name then given to the master in charge. This put the present school on the other side of the High Street, almost directly opposite the second school. The second school was demolished in 1984 and until that point, it had been used by the pupils for physical education, as a Drill Hall by the Army and, latterly, by the District Council as a store.

The school is situated in the old part of Stonehaven. It serves the children from the Old Town of Stonehaven and the rural areas. The Glenury and Braehead estates are included in our zoned area.

Community links are a valued part of school life. Dunnottar School has a very supportive Parent Council and an extremely active and enthusiastic Parent Teacher Association (PTA). These groups support improvement activities and raise additional funds to provide many extras for the pupils in the nursery and school.

We offer many opportunities for our learners to enjoy first-hand experiences outdoors. Such experiences motivate our children to become successful learners and to develop as healthy, confident, enterprising and responsible citizens. We regularly visit Dunnottar Woods, Mineralwell Park, the school’s allotment next to Baird Park, the beach and Stonehaven harbour.

We are a “Rights Respecting School” and are very proud to have been reaccredited at Level 2 in June 2014. We were awarded a 3rd Green Flag in May 2014.

Admission and Enrolment

Nursery Admissions

All children resident in the Mackie Academy catchment area have equal opportunity of enrolment and admission to Dunnottar Nursery, provided that they meet the other criteria for admission. The Aberdeenshire Education Policy for Admission to Nursery Education is available on request from the school office. While every effort is made to accommodate your child in the nursery location of your choosing, there is no guarantee that a child living in Dunnottar School's catchment zone will be allocated a place in the nursery class at Dunnottar.

Every child is entitled to a fully funded early learning and childcare place at the start of the term following their third birthday.

There are 40 places available in Dunnottar Nursery. Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional needs in accordance with Additional Support for Learning Act 2006. Health & Social Services usually identify these children and put forward applications to a multi-agency panel that considers each case in terms of need. Where a child is unsuccessful in gaining a place at Dunnottar Nursery, an alternative provision will be offered in accordance with Aberdeenshire Council Policy.

Information regarding enrolment is publicised in the local press early in the calendar year and communicated to parents through the school newsletter. For further information go to <http://www.aberdeenshire.gov.uk/schools/information/early-learning-and-childcare-information/>

Pupils who attend our nursery classes are taught by a nursery teacher who is supported by nursery nurses. The pupils have access to a range of educational resources and experiences as part of the school, and will be included in any "school experiences" which are age appropriate. e.g. attendance at visiting theatre groups along with early stage classes.

Please note that pupils who attend our nursery from out with Dunnottar's catchment zone are not automatically admitted to our primary department.

Primary Admissions

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in the middle of August. Those whose fifth birthday is between the middle of August each year and the end of February the following year may also be admitted to P1 in August of the previous year. Details of the enrolment dates are advertised in the local press by Aberdeenshire Education, Learning and Leisure Department. Further information is available at

<http://www.aberdeenshire.gov.uk/schools/information/primary-school-registration-2015/>

Parents of children joining the school in classes other than P1 or in the middle of a school session should contact the Head Teacher who will agree a start date for the child and make arrangements for the parents and child to visit the school. If your child is transferring from another school, after enrolment, the school will be contacted to send on your child's records. Please bring any samples of work from your child's last school as the information gathered will be very useful.

A child is entitled to start formal education in August of any particular year provided he/she is five or will have reached his/her fifth birthday by the last day of February the following year.

Parents whose children's birthdays fall between the end of August and February should consider very carefully whether they are physically, emotionally and socially ready for school. We will be very happy to meet with any parents who may wish to discuss this matter before making a decision.

A notice will appear in the local press in January of each year advising parents of children due to start school in August to apply as soon as possible for entry to the school of their choice.

During the summer term children who have enrolled in this school will be invited for several visits to the school to meet their teacher and become familiar with the routines.

School Zone

A map showing the school zone/catchment area is included at the back of this booklet. Please note that children who live within the school catchment zone for Dunnottar School are automatically entitled to a place in Primary school. Please use the zone map to check whether or not you live within the Dunnottar School catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to request admission to the school. However out of zone admissions are not guaranteed and pupils out of zone are not entitled to free school transport. They are also not guaranteed a place at our associated secondary school and parents would need to submit a further placing request before transition to S1. Further information is available in *Notes for Parents Aberdeenshire Council* <http://www.aberdeenshire.gov.uk/schools/parents-carers/school-info/notes-for-parents/>

Organisation of the School Day

School Hours

Primary 1 to 7	Nursery Hours
Start Time - 8:55am Break Time 10.45 – 11.05 am Lunch Time - 12:15 -1:15 pm Finishing Time - 3:15 pm	Morning Session – 8:45 to 11:55 am Afternoon Session – 12:20 to 3:30 pm

School Uniform

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school.

Boys

Shirt/ School Polo Shirt
Pullover / School Sweatshirt
School Tie
Grey/Black/Navy Trousers
Dark school shoes

Girls

Blouse / School Polo Shirt
Cardigan/Pullover/School Sweatshirt
School Tie
Grey/Black/Navy Skirt or Pinafore
Grey/Black/Navy Trousers
Summer Gingham Dress
Dark School Shoes



PE Kit

- White School Polo Shirt / T-Shirt
- Standard length gym shorts (not football shorts)
- Gym shoes (preferably with velcro fastening for younger pupils)
- Named gym bag

For safety reasons, children are not allowed to wear jewellery during gym lessons. If your child has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons. (Parents should provide a named roll of surgical tape for this purpose).

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

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.

For information about nursery sweatshirts and clothing suggestions, please refer to see separate nursery handbook.

Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.

Pupil Belongings & Valuables

Each class has an allocated cloakroom and the children have a space for hanging up their coats and gym bags. They can store their packed lunch boxes within the classroom.

School Equipment

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

A 'book bag' for keeping homework jotters and reading books in can be purchased at a cost of £3.50.

Arrival at School & Playground Information

There will not be a member of staff supervising the pupils before the school day begins. A member of staff, however, will be present in the school building for supervisory purposes between 8:35 and 8:55am and will be available to support pupils who require assistance.

This is the earliest time we expect children to arrive at school. During inclement weather, your child should arrive at school just in time for the start of the school day at 8:55am.

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

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

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy.

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

At the end of the school day, P1 – P3 pupils, who do not go home on school transport should be collected in the playground. (Please see map/plan at back of book.) Please ensure your child knows who he/she is going home with if you are unable to collect your child.

For health & safety reasons, dogs are not permitted in the school grounds.

For security reasons, the outer school doors will be automatically locked once children are inside school at the start of the school day and at the end of the school day.

See Nursery handbook about arriving at and leaving Nursery/Adult collection etc.

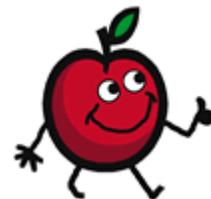


School Office

The school office is manned from 8:55am – 4.00pm Monday to Friday.

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

School Meals



It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

As of August 2014 the Scottish Government committee to giving up children in P1-3 the option of a school meal free of charge and this is provided. Children in P1-3 who wish to take a packed lunch on occasions may still do so. The scheme however does not apply to children in Primary 4-7 who should continue to purchase tickets. Some children in P4-7, however, may be entitled to a free school meal, details of which can be found in the annual updates section of this handbook.

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

<http://www.aberdeenshire.gov.uk/schools/meals/>

For current school meal charges please see the updates section of this handbook or check on the webpage noted below.

You can purchase tickets by providing your child with the money in a sealed envelope with clear instructions about number of tickets to be purchased along with your child's name and class. School lunch tickets should be bought on a Monday when the school cook has extra time allocated to administer the tickets. Remembering to send your child to school with lunch money on a Monday helps greatly with administration time. Should a child forget his/her dinner money, they will still receive a school dinner, and you will be contacted regarding payment.

Please make cheques payable to Aberdeenshire Council.

Before lunch, the children wash their hands and proceed to the dining hall in an orderly fashion. Prefects support the staff in the dining hall by helping the younger pupils. They promote appropriate behaviour, manners etc.

Children are encouraged to eat all their lunch, but not forced. If we feel that a child is not eating enough at lunchtimes, we will contact you.

Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so.

Children who require Medically Prescribed or Modified Diets, with parental/guardian assistance, should be identified during the admission process. Arrangements to accommodate these diets by parent/guardian completing Admission Form D available from the school office.

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

Playground Snack

Children should be sent with a snack for their morning interval. Fizzy drinks are not permitted in school. As a health promoting school, we encourage healthy options. Children should not share their snack with others in the playground as they may inadvertently cause another child to have an allergic reaction. (e.g. nut allergy – resulting in anaphylaxis.) Nuts are not permitted in school at all.

Cakes/Treats

We request that cakes/treats etc for birthdays are not sent to school for sharing as this can cause difficulties where there are children in class with food allergies/intolerances or other dietary circumstances.

See Nursery handbook for information about snack and costs.

Pupil Absence Procedures

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

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

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

Attendance and Absence Procedures

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

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

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

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

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

Communicable/Infectious Diseases

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

Head Lice

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

Asthma Inhalers

- Parents of children who carry their own inhalers should supply a spare named inhaler in case your child's inhaler is lost or misplaced.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend e.g. sporting events or music exams.

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

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must request permission from the Head Teacher. On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time to minimise disruption to your child's education.

For annual **holiday dates** for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/

Aberdeenshire Council Guidance on School Closures

School Closure Due to Bad Weather or Other Emergency

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

Parental Role

We would like you to:

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

Also:

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

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

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

When will schools be closed?

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

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

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

Nursery, Primary & Special Schools

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named 'emergency contact'.

No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

Secondary Schools

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

What education might my child be missing?

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

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

Further Information

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

Northsound 1	FM 96.9 Tel: 01224 337000
Northsound 2	MW 1035 kHz
BBC Radio Scotland	FM 92.4 - 94.7MW 810 kHz
Moray Firth Radio	FM 97.4 MW 1107 kHz
North East Community Radio	FM 97.1 - 106.4Tel: 01467 632878
Waves Radio	FM 101.2 Tel: 01779 491012
Original 106 FM	Tel: 01224 293800

Twitter

<https://twitter.com/dunnottarschool>

<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 updates their closure status:
www.aberdeenshire.gov.uk/alerts/index.asp

Adverse Weather & Telephone Information Service

Aberdeenshire schools have a telephone information service which can be used if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher.

When severe weather warnings are received the school will endeavour to keep the system updated. It is an enhancement to the previous service but does not replace existing methods of giving out information, such as radio broadcasts, described in the school's Adverse Weather Guidelines.

School Information Line

Tel: 0870 054 4999 then the school pin number 02 16 20. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

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

Public Transport Unit (9am – 5pm)	01224 665194
Education Offices (9am – 5pm)	01569 766960
Stonehaven	

Contact Details

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

Transport

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

Early Years Transport

Transport to early year's settings will not be provided by Aberdeenshire Council, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances, this requirement should be discussed with the Head Teacher, in conjunction with the Early Years Quality Improvement Manager. The Early Years QIM can be contacted on – 01224 664400 for further information.

Privilege Transport

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for Privilege Passes.

Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school.

For further information click on the link below or contact the school. <http://www.aberdeenshire.gov.uk/roads-and-travel/public-transport/school-transport/school-transport/>

Section 2

Curriculum & Assessment

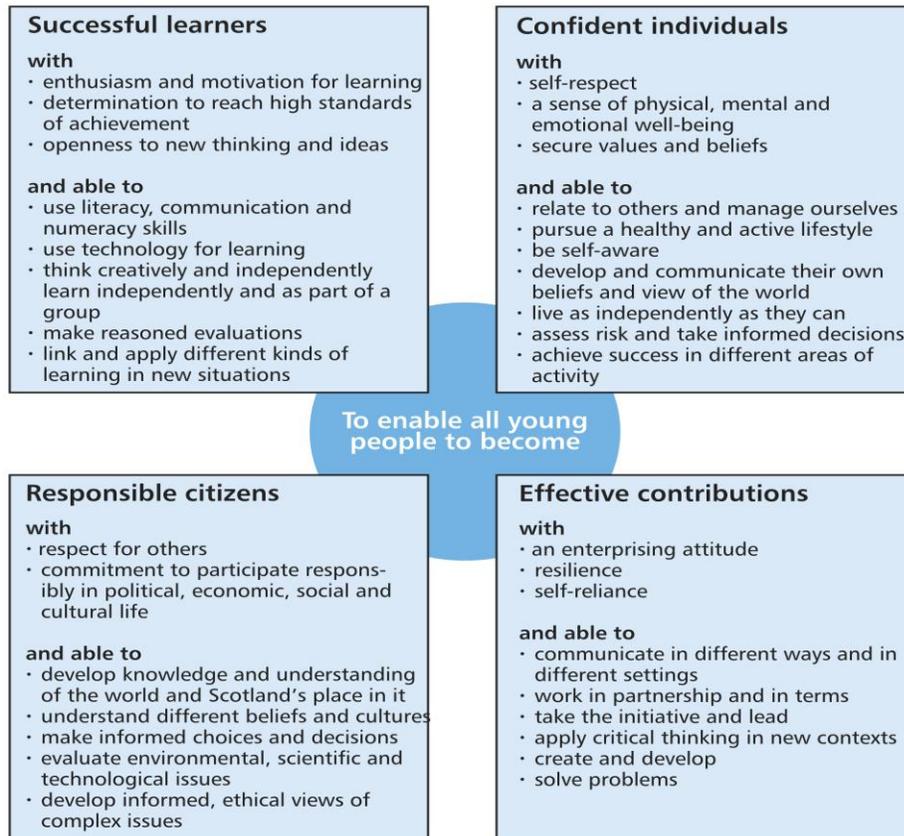
Our Vision

School Motto – **We Shine**

WE SHINE – Welcoming, Engaging, Safe, Honest, Inclusive, Nurturing, Equal

At Dunnottar School, we endeavour to be a Centre of Excellence, where children can achieve their full potential in their academic, creative, personal, physical, moral and spiritual development. We recognise the benefits to the pupils, of parents and staff working together for the all-round development of each child.

The Curriculum for Excellence core values encompass the development of four key attributes;



The four contexts in which we will base our curricular developments on are as follows;

1. The Ethos and life of the school as a community

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

- Buddy Schemes - P3 pupils are paired with P1 pupils and help them to settle into school life
- JRSO (Junior Road Safety Officer) - delivers important messages on road safety
- Playground Committee - teaching younger children to play co-operatively
- ECO group/Allotment Committee - help the school become more environmentally friendly
- Pupil Council - making decisions about improvements to the school
- Charity Group - making decisions about charity events
- House Captains, Vice Captains and Prefects – Lead whole school events and support SMT to welcome school visitors and organise community events.

An ethos of **open, positive, supportive relationships** promote a climate where pupils feeling safe and secure. Good behaviour and positive attitudes are fostered through praise and recognition. Pupils are encouraged to value themselves and others and develop effective citizenship skills. These skills are fostered through co-operative learning activities.

2. Curriculum Areas and Subjects

At Dunnottar School all our learners will experience a **Broad General Education** which will include all of the experiences and outcomes from across eight curricular areas, progressing through the levels. Pupils are supported in order to achieve their full potential in their academic, creative, personal, physical and moral development.



3. Inter-disciplinary Learning (IDL)

IDL is a key feature of Curriculum for Excellence, which enhances the curriculum and is reflected in our contextualised planning. We believe that this approach towards delivering the curriculum brings about rich rewards, allowing for increased and improved collaboration across subject areas and leads to exciting and challenging opportunities for our pupils to **make connections across learning** within the context of Broad General Education.

4. Opportunities for personal achievement

Our 'Wider Achievement Wall' demonstrates to the Whole School Community the high value we put on our pupils' personal achievements. Our Charity Group leads initiatives that involve the whole school and develops the concept of giving. Our Eco Group and Pupil Council support school improvements and help the school become more environmentally friendly. The wide and varied programme of extra curricular activities and clubs offer tremendous opportunities for all our pupils.

Dunnottar School also host an annual "Celebration Awards Night" where personal achievements are recognised. The "4 A" Awards for "Always Academic", "Always Artistic", "Always Active" and "Always Kind" are decided through a nomination and voting process. Many other awards linked to each area of the curriculum are presented at this community event.



Design Principles

Curriculum for Excellence identifies seven **principles** for curriculum design that are considered and used to evaluate the effectiveness of our planned learner experiences, programmes and resources.

Learning and Teaching

The success of our curriculum is through the delivery of high-quality learning and teaching. This is at the heart of our work and the use of a variety of teaching methodologies is an essential feature of our curriculum. A wide range of **teaching strategies** are implemented by all staff, where approaches to learning and assessment are varied and pupil-centred. Assessment for Learning (AifL) techniques, self and peer assessment, individual work, practical work, collaborative learning, the use of IT, outdoor learning, global citizenship, educational visits and visiting speakers are examples of approaches designed to actively engage our pupils in their learning.

Continued Professional Development (CPD) processes support staff in the field of learning and teaching. Colleagues share practice, within both the school and the Cluster, which has led to further reflection of practice, incorporating new ways of engaging and supporting our learners. Our collegiate approach to school improvement planning promotes high standards and consistency. Formal and informal observation, survey results, attainment

analysis and feedback are considered to promote improvement. Resources are revised and enhanced as funding allows.

Transitions

At Dunnottar School we ensure that when moving on from Nursery to P1 through to P7, and when moving through Curriculum for Excellence levels, class teachers share information. Termly “Pastoral and Attainment” and “Planning” meetings ensure that class teachers share this information with the Senior Management Team. This will include information about learning and achievements, examples of their work, records of their progress and other relevant information.

Positive Behaviour Management

Positive Behaviour Management is a vital component in helping Dunnottar School to achieve its aims and values. Our Positive Behaviour Management Policy also provides our pupils with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others.

Discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Golden Rules (School Rules)

We aim to provide a safe and pleasant environment for all the community, where individuals are treated with respect and consideration. To make this possible pupils are asked to obey the following rules.

1. We are gentle. We don't hurt others.
2. We are kind and helpful. We don't hurt anybody's feelings.
3. We listen. We don't interrupt.
4. We are honest. We don't cover up the truth.
5. We work hard. We don't waste our own or others' time.
6. We look after property. We don't waste or damage things.

Promoting Positive Behaviour

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. Certificates are presented to individual children for effort and special achievements at assemblies. Dunnottar School has a very active and successful 'House System'. On entry to school each pupil from P1 – P7 is allocated to one of four houses – Amber, Ruby, Sapphire and Emerald. Pupils are awarded points in a variety of ways e.g. good manners, acts of kindness, achievements out with school etc. These points are totalled at the end of term and the winning house is rewarded by being given a special activity afternoon.

See Nursery Handbook on managing nursery pupil behaviour.

Bullying

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

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

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

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

Restorative Approach to Bullying Behaviour

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

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

Race Relations Act

Schools actively discourage any racist language or behaviour. Where any such behaviour has been reported schools are required to record the incident and the person (s) involved. The behaviour will be dealt with according to school policy.

Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. For further information on exclusions contact the school or go to http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf/

Curriculum

Curriculum for Excellence

Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for curriculum design that are drawn from National advice but reflect our unique Aberdeenshire context. These principles are:

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



Curriculum Entitlements

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

- A cohort curriculum from 3 to 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

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

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

- Expressive Arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and Moral education
- Sciences
- Social Studies
- Technologies

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

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

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Digital Technology

School Policies

School and Authority policies are regularly being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies.

Please refer to the Nursery Handbook for Early Years and Childcare Information.

The Curriculum for Excellence is structured into different levels

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third	S1 to S3, but earlier for some.
Fourth	The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior Phase	S4 to S6, and college or other means of study.

Educational Visits

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life 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 with regard to visits that affect their child.

Primary 7 pupils have the opportunity to go on a 4 day residential trip. This usually takes place in Term 4 and has a focus on health and well-being as well as physical activity.

Learning and Teaching

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

There are circumstances when all pupils in the class are given the same task. In these circumstances teachers will look for and accept different levels of outcome based on their knowledge of the individual child's strengths.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that not only will each of them gained an awareness of his/her full potential, but will want to fulfil that potential.

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

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

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

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

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



Pupil's Involvement in the Life of the School

Taking Responsibility

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

- Buddies - P3 pupils are paired with P1 pupils and help them to settle into school life
- JRSO (Junior Road Safety Officer) - delivers important messages on road safety
- Playground Committee - teaching younger children to play co-operatively
- ECO group - help the school become more environmentally friendly
- Pupil Council - making decisions about improvements to the school.
- Charity Group - making decisions about charity events.
- House Captains, Vice Captains and Prefects – Lead whole school events and support SMT with school visitors and community events.

Assessment & Reporting

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment results are used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at Dunnottar School use a variety of formative assessment techniques in teaching the children how they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:

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

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once learning needs are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources. The Curriculum for Excellence levels (previously mentioned) are worked by pupils throughout their school career. During this time the children are signposted as making progress through the levels with the terms '**developing, consolidating and secure.**' So for example, your child may come home with a report one year saying they are at '**developing**' Stage Level 1 e.g. in numeracy and the following year may be '**consolidating**' at the same level in numeracy. This helps us communicate the progress that your child has achieved through the year.

All Aberdeenshire schools use PIPS standardised assessments (Performance Indicators in Primary Schools) in P1 and InCAS standardised assessments (Interactive Computerised Assessment System) in P3, P5 and P7.

These assessments provide Quantitative Data to support other sources of assessment evidence to provide the fullest picture of progress in learning for individual children and within schools.

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

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

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

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

We also invite parents to make us aware of their children's wider achievements outside school on an ongoing basis.

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

Extra Curricular Activities

At Dunnottar School a range of extra curricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running these clubs. Information regarding current clubs (including those led by Active Schools) and extra curricular activities will be communicated throughout the year via school newsletters.

1+2 Approach to Language Learning in Aberdeenshire

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

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

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

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

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

Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools. However, not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. In Dunnottar School some pupils currently receive tuition in brass, violin and piano.

For further information

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

Sensitive Aspects of the Curriculum

Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

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

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

Religious & Moral Education

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

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

The key human aspects of learning are supported by:

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

The School Chaplain visits school regularly and three times a year we visit the local church for a short service which is usually led by the children.

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

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

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

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

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

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

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

Nursery – P4

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

P5/6/7

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

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

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

Roles and Responsibilities in Relationships, Sexual Health & Parenthood Education

Parents/Carers/Guardians

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school.

Actively support the work of the school.

School

Building supportive and positive communication with parents.

Encouraging parents to view the teaching and resource materials.

Dealing with parental concerns.

Providing staff with appropriate training and support.

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

Using Appropriate Language

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

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

- handling and understanding relationships
- personal and physical changes
- respecting oneself and others

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

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

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

Drugs Education/Substance Misuse

The Aims of Substance Misuse Education

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

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

An effective Substance Misuse Education programme should aim to:

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

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

Section 3

Parental Involvement

Pupil Welfare

Visits of Prospective Parents

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

Parent Council



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

Dunnottar School Parent Council has eight parent members, two co-opted members and two staff members. The Head Teacher acts as adviser to the Council.

Part of the duty of the Parent Council is to find out and represent the views of the parents and support the Head Teacher and staff in the running of the school.

Any parents may attend Parent Council meetings. Parents are welcome to contact a Parent Council member on any matter of general concern.

Concerns of a more individual nature may be dealt with more appropriately through direct contact with the Head Teacher. Items for the Parent Council agenda should be communicated in writing at least seven days before the next meeting.

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum'.
- The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan.
- They comment upon and add to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting the Parent Council Chairs, Mandy Senior or Krystal Young or the Head Teacher or by clicking on the link below:

<http://www.aberdeenshire.gov.uk/consultations/detail.asp?ref=3C6AEC305BBB4D88802576CE00549127>

Parent Teacher Association

There is a very supportive and active PTA at Dunnottar School. The aims of the Parent Teacher Association are as follows: -

- To promote a friendly and cooperative attitude between staff, parents and pupils.
- To enable parents to participate in the informal aspects of school life.
- To organise events.
- To raise funds for the education and well-being of the pupils.

The committee is elected at the A.G.M. each year in June and consists of two teacher representatives, nine parent representatives and the Depute Head Teacher.

Committee meetings are held regularly and take place in the school.

PARENTAL INVOLVEMENT

Learning at Home: direct parental involvement in the child's learning at home and in the community.

Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home – setting the table, making a shopping list, tidying their bedroom etc
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills though reinforcing the need for manners and politeness.

Home/School Partnership: The home/school partnership is essential to ensure that the child gets maximum benefit from its school experiences. You can support this by:

- Helping with any homework your child may be tasked with and remember to sign the completed work (see Parentzone for further information on helping your child at home.)
<http://www.educationscotland.gov.uk/parentzone/index.asp>
- Volunteering to support an aspect of school life (please note that all volunteers need to undertake a PVG (formerly known as disclosure) check.
- Supporting the school in upholding its discipline and school values
- Completing audits that are sent to you seeking your views and opinions on how the school operates
- Complete the Care Inspectorate questionnaire that comes home from the nursery so that we can take your views into consideration when planning nursery improvements.

Communication

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

A school newsletter is sent home once a month, detailing information about school events and activities.

You are invited to comment on the return pro-forma on any aspect of school whether as a comment/suggestion, compliment or concern. These are responded to as and when necessary.

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

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

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

In the autumn term, you will be invited to attend a parent interview. This is a chance to meet and get to know your child's new teacher and to share with him/her, your knowledge of your child and your hopes for his/her progress and any additional support needs/relevant information. At this interview, the teacher will share information regarding your child's personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.

You will receive a written report on your child's progress during the spring term. When requested by either parent or teacher, a follow up or an additional interview will be arranged.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances, open days, the school website and twitter.

Health Care

Specific school staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, (eg school doctor, school nurse, speech and language therapist etc) working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all school children.

Primary 1

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

Primary 7

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

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

How can Parents Help?

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

Dental Inspection

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

See Nursery Handbook for information about the Childsmile Toothbrushing Programme.

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, i.e in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture.

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention e.g severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

Sunscreen

As children are out doors 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, sunscreens.

Illness during the school day

Children who are ill are best kept at home for their own comfort.

However, should your child become ill during the school day, we will contact you or your emergency contact. Every care will be taken to make your child comfortable until the arrival of a responsible person. Please be aware that staff in school have a range of duties to perform in a day so we would ask that you make arrangements to collect your child as quickly as possible.

Where pupils have 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.

Transitions

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

Transfer to Ante-Pre School and Pre-School Nursery

In order to support and ease transition into early years setting, we arrange a series of induction events/meetings/Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the early years setting, to meet staff, to meet with the other children and to find out about life in early years and what you can do to support your child's transition into the early years setting.

A major part of this process involves parents sharing information about their children's needs and you will be asked to complete a number of forms regarding e.g. your child's specific needs. Any other early years setting which your child attends will forward transition information regarding your child's needs and learning journey.

Deferrals to P1

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

Transfer to Primary 1

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

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

At these induction meetings, parents are issued with a range of materials designed to support children's learning at home and parents are asked to complete a range of forms to gather information about e.g. your child's medical needs, contact addresses, special needs etc.

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines.

Parents are also invited to join their P1 children for a school lunch.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to Prospective P1 parents around April.

Transfer to Secondary Education

Most children from Dunnottar School attend Mackie Academy in Stonehaven. (Telephone Number 01569 762071.

Dunnottar School is part of the Stonehaven Community Schools Network.

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend several days at Mackie Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Mackie Academy where information will be shared and questions can be asked.

Liaison between Dunnottar Primary and Mackie Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Stonehaven Community Schools Network. Transition art projects, sports festivals, trips, invites to the academy pantomime and other ad hoc activities are arranged for P7 pupils to get together.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Mackie Academy staff also visit our pupils in Aberdeenshire Primary where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, (following placing requests) Aberdeenshire School supports any alternative transition arrangements wherever possible.

Placing request forms are available from the school.

Transitions between Stages

For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Around June of each year “step up” time is also arranged where pupils can meet their next teacher and their classmates. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

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

Child Protection

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

Protecting children and young people is a priority for Aberdeenshire Council.

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

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

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

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

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children the essential information about protecting children from harm.

Where parents have concerns about the safety or protection of any child they can contact:

The school and ask to speak to the Head Teacher or a Senior Member of Staff; Police Scotland by dialling 101
)This number is in operation at all times)

Or

The local Social Work Office by dialling one of the numbers below during office hours (01569 763800) or if calling during evenings and weekends 08458400070

For further information please go to the Aberdeenshire Council website

www.aberdeenshire.gov.uk

All Education & Children's Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All schools are required to provide Child Protection awareness raising to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education & Children's Services Guidelines can be accessed through:

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

ABERDEENSHIRE COUNCIL EDUCATION & CHILDREN'S SERVICES

Support For Pupils

Getting It Right For Every Child (GIRFEC)

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

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

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

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

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

The eight wellbeing indicators are:

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

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

For more information about Aberdeenshire's approach to GIRFEC go to;

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

Key Adult

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

SUPPORT FOR LEARNERS

Additional Support Needs

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and the school will provide appropriate intervention and support accordingly.

In Aberdeenshire we adopt either single or multi-agency approaches as appropriate to supporting pupils with additional needs. Within Education and Children's Services we have a number of specialist staff who support children and young people including:

Additional Support for Learning(ASfL) teachers, Educational Psychology Services, Sensory Support Service, English as an Additional Language (EAL), Intervention Prevention Teachers, Nurture Teachers, ASPECTS, Pupil Support Workers, Family Support Workers.

Our partner agencies include , Therapists e.g. Speech & Language Therapy, Occupational Therapy, Physiotherapy; Community Paediatricians, school nurses, Police Liaison Officers, social workers and those from voluntary organisations (e.g. Grampian Autistic Society, Aberlour Trust).

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

Educational Psychology

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

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

When concerns persist, school staff and the educational psychologist may decide that a more formal meeting would be helpful. If the concern is about an individual child, the school will ask the parent's permission to arrange a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person. Where other agencies are required to help meet a child or young person's needs, the educational psychologist may be involved in any multi agency assessment and planning.

If parents have any concerns about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish.

Further information about the educational psychology service can be found at;
<http://www.aberdeenshire.gov.uk/schools/eps/>

Meeting needs through Enhanced Provision

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

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

Some pupils who have more significant and/or complex needs, and may require support beyond their local school, can be supported flexibly through full-time or blended placement with an Enhanced Provision Centre or Community Resource Hub. . There are 17 primary and 17 secondary Enhanced Provision Centres across Aberdeenshire, and one primary and secondary Community Resource Hub (including the former 4 free-standing all through special schools) in each of 9 areas.. Access to Enhanced Provision Centres and Community Resource Hubs is via a multi-agency planning process.

For further details contact:

Anne Marie Davies
Quality Improvement Manager (Additional Support Needs)
Education & Children's Services
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel no 01224 664886
Fax no 01224 664615
ELL.Enquiries@aberdeenshire.gov.uk

Identifying and Reviewing Additional Support Needs

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

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

Staged Approach to Assessment & Intervention

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

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

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

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

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

Universal Support Level 0

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

Stage 1: School Based Action

Universal support level 0 and in addition:

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

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

Targeted support level 1 and in addition:

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

Stage 3: Multi Agency Action

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

Individualised Educational Programmes

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

Multi Agency Plans

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

Co-ordinated Support Plans (CSPs)

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

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

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

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

- **Supporters**

Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.

- **Advocacy**

These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

For more information on Support and Advocacy contact:

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

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:

Website: www.siaa.org.uk

Independent Mediation Services

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

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

Additionally, information for the Scottish Child Law Centre can be found at:

www.sclc.org.uk

Additional Support Needs School Policy

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

Dealing with Concerns & Complaints

Concerns

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

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

You can contact your child's class teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the head teacher for further advice.

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

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

Complaints

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

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

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

INSURANCE

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

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

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

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

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

Section 4

School Improvement

Data Protection

School Improvement

Standards & Quality Report & Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school's previous year's Improvement Plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

Improvement Planning

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan.

Parents can access comparative information about all Scottish Schools and their education authorities at www.ltscotland.org.uk/scottishschoolsonline

For further information on national quality indicators go to www.journeytoexcellence.org.uk/about/keydocuments/part3.asp

Transferring Educational Data About Pupils

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

How Does Aberdeenshire Council Hold and Store Pupil Data

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

Data Protection Act 1998

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

Fair Processing Notice

Who may process your personal data?

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

What personal data will be collected?

The information which you provide may include:

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

For what purposes will your personal data be used?

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

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

Will Aberdeenshire Council disclose your personal data to anyone else?

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

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

Your Data Protection Rights

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

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

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact:

Aberdeenshire Council Education, Learning and Leisure Service:
01224 664630 or email: education@aberdeenshire.gov.uk

Parental Access to Records

SAR - Subject Access Request information

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

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

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

ScotXed

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Section 5

Annual Updates

School Clothing Grants

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

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

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

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

Can my child get free school meals?

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

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

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

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

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

Free School Meals for All P1 to P3 Pupils

All Primary 1 to Primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools.

Lunch tickets will no longer be required for these pupils.

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

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

Lunch tickets will still require to be purchased for pupils in Primary 4 to Primary 7 unless pupils are entitled to Free School Meals.

School Meals charges are currently **£2.10** per ticket. Cheques should be made payable to Aberdeenshire Council.

Staff List

Head Teacher

Mrs Lisa Williams

Depute Head Teacher

Miss Caroline Duncan

Nursery Teachers

Mrs Jean Scott

Nursery Nurses

Mrs Jill McCrimmon

Mrs Meg Wood

Mrs Judith Robertson

Primary Teachers

Primary 1 – Mrs Kathleen Stewart

Primary 2 – Mrs Judith Marshall & Miss Caroline Duncan

Primary 2/3 – Miss Sarah Macauley

Primary 3/4 – Mrs Christina Wells

Primary 4 – Miss Erin Murray

Primary 5 – Miss Tracey Black

Primary 5/6 – Miss Mairi Stewart

Primary 6 – Miss Sarah Kelly

Primary 7 – Miss Cassie Travers & Mrs Caroline Gibson

School Janitor

Mr Ernie Gordon

Office Staff

Mrs Trish Hunter, Mrs Carylyn Marek-Johnson & Mrs Marion Reid

Pupil Support Assistants

Mrs Pat Glennie

Mrs Aileen Argo

Mrs Michelle Garden

Mrs Laura Emslie

Mrs Marion Reid

Mrs Miriam Hamilton

Mrs Claire Dinnett

Violin Teacher

Mrs Sandra Campbell

Piano Teacher

Mr Blair Cargill

Woodwind Teacher

Mrs Sarah Gove

Support for Learning Staff

Mrs Islay Stewart

Ms Michelle Black

Term Dates Session 2015/16

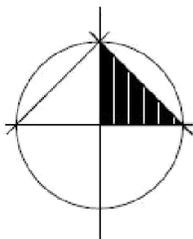
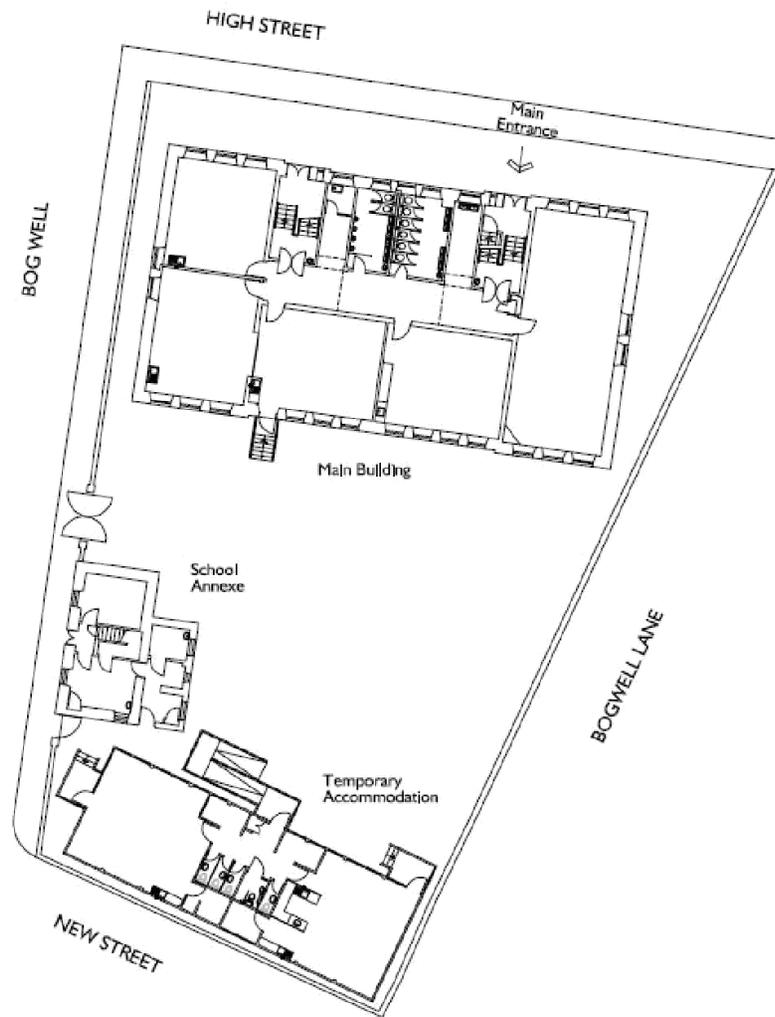
<u>Holidays</u>	<u>Dates</u>
October Holidays	Monday 12 th October to Friday 24 October 2015
Christmas Holidays	Wednesday 23 rd December 2015 to Tuesday 5 th January 2016
Mid Term Holidays	Thursday 11 th February – Wednesday 17 th February 2016
Occasional Day	Friday 25 th March 2016
Spring Holidays	Monday 4 th April to Friday 15 th April 2016
May Day	Monday 2 nd May 2016
Summer holidays	Monday 4 th July 2016

Also link to annual holiday calendar–

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

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

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



LOCATION PLAN

Floor Plan

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Amended 26th February 2008
 Amended 21st November 2003
 Amended 19th July 2000

Scale N.T.S. OS Ref Date Drawn 5 Feb. 99 By PB

ASSET REGISTER DRAWING | of 4

PMS001 | 148 rf | DUNNOTTAR Prim. School Dept Education
 High Street, Stonehaven, AB39 2JN

Aberdeenshire



COUNCIL

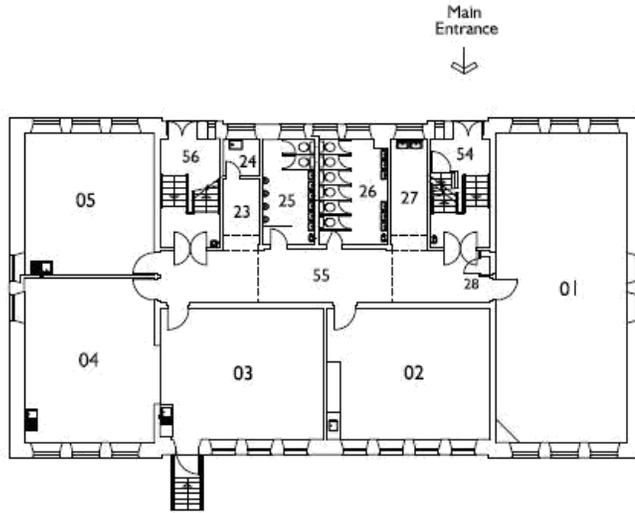
Property

Woodhill House Westburn Road Aberdeen AB16 5GB Tel. (01467) 620981

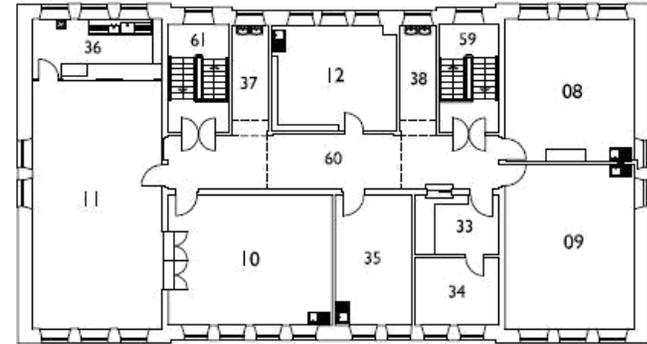
Property is a part of the Transportation and Infrastructure Service.

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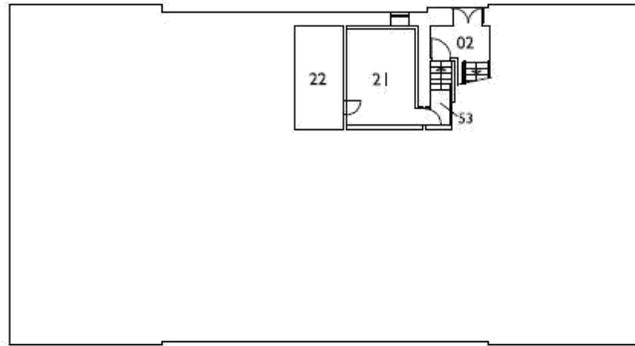
G:\Shared_Document_Library\Properties\Schools\Nursery & Primary\Stonehaven Dunnottar School\Record Drawings\PMS0011148rf2.dwg, 31/03/2008 09:27:50



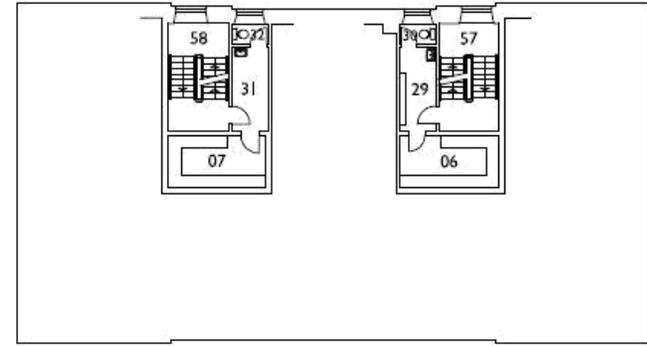
MAIN BUILDING - GROUND FLOOR LEVEL



FIRST FLOOR LEVEL



BASEMENT FLOOR LEVEL



MEZZANINE FLOOR LEVEL

Floor Plan

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Amended 26th February 2008
 Amended 21st November 2003
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 ASSET REGISTER DRAWING 2 of 4
 DUNNOTTAR Prim. School Dept Education
 PMS0011148 rf2 High Street, Stonehaven, AB39 2JN

Aberdeenshire  **Property**
 COUNCIL

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