

The Gordon Schools

Handbook
2019/20



Contents

Introduction to The Gordon Schools	4
Our Vision, Values and School Ethos	8
Curriculum	9
Assessment and Reporting	15
Transitions (Moving On)	17
1 Admissions	18
2 Placing requests & School Zones	18
3 Skills Development Scotland	18
Support for Children and Young People	19
4 Getting it Right for Every Child	19
5 Wellbeing	20
6 Children's Rights	21
7 The Named Person	22
8 Educational Psychology	22
9 Enhanced Provision & Community Resource Hubs	23
10 Support for Learning	23
11 The Child's Plan	24
12 Child Protection	25
13 Further Information on Support for Children and Young People	25
Parent & Carer Involvement and Engagement	27
14 Parental Engagement	27
15 Communication	27
16 Learning at Home	28
17 Parent Forum and Parent Council	28
18 Parents and School Improvement	28
19 Volunteering in school	28
20 Collaborating with the Community	29
21 Addressing Concerns & Complaints	29
School Policies and Useful Information	30
22 Attendance	30
23 Holidays during term time.	31
24 Dress Code	31

25	Clothing Grants	32
26	Transport	32
27	Privilege Transport	32
28	Early Learning & Childcare Transport	33
29	Special Schools and Enhanced Provision	33
30	School Closure & Other Emergencies	33
31	Storm Addresses	35
32	Change of address and Parental Contact Details	35
33	Anti-bullying Guidance	35
34	School Meals	36
35	Healthcare & Medical	37
36	Exclusion	38
37	Educational Visits	38
38	Instrumental Tuition	38
39	(S) Education Maintenance Allowance	39
40	Public Liability Insurance	39
41	School Off Site Excursion Insurance	39
42	Data we hold and what we do with it.	40
43	The information we collect from you	40
44	Your Data, Your Rights	40
45	Parental Access to Records	41
46	Information Sharing	41
47	ScotXed	41
Further Information		43

All information in this handbook is correct as of October 2019

Introduction to The Gordon Schools

Welcome to The Gordon Schools. Our School is a comprehensive Aberdeenshire secondary school. Our School has a rich and successful history stretching back over 180 years. The School identifies strongly with our local community, organisations and business. We value the input of parents and carers who are very much encouraged to become involved in the life of The Gordon Schools and our Parents in Partnership body.

Our Vision for the School is simply: Together Growing Succeeding. This is at the core of what we do in order to continually develop and improve quality learning and teaching experiences for all. We have high expectations of our pupils, encouraging each one to attain the best they possibly can at every stage through a journey of life-long learning. I look forward to welcoming you in person to The Gordon Schools.

Phil Gaiter

Rector

School Contact Details

Mr Phil Gaiter

01466 792181

The Gordon Schools

Huntly.

AB54 4SE

Website:

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

Email:

gordonschools.aca@aberdeenshire.gov.uk

Parent Council email: tgspip@gmail.com

Adverse weather and emergency closure

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

Information Line 0370 054 4999 [School Pin - 021130] (Please do not use this line to leave messages for the school.)

The Gordon Schools is a non-denominational school with a role of 650. The school serves the Huntly catchment area.

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

Our school day

08:55 – 09:05am: Registration	12:05 – 1:00pm: Period 4
09:05 – 10:05am: Period 1	1:00 – 2:00pm: Lunch
10:05 – 10:55am: Period 2	2:00 – 2:50pm: Period 5
10:55 – 11:15am: Interval	2:50 – 3:45pm: Period 6
11:15 – 12:05pm: Period 3	3:45pm: Close of School

Staff List

Senior Leadership Team	Mr P Gaiter – Rector	
	Mr A Johnston – Depute	Miss J Raeside – Acting Depute
	Mr A Dixon – Depute	Mr C Fleetham – CSN Support Services Coordinator
Guidance	Mrs H Robertson – Acting Principal Teacher	Miss C Hancy – Principal Teacher
	Mrs P Emslie – Principal Teacher (Part-time)	Mr L Wright – Principal Teacher (Part-time)
	Mrs L Fettes – Principal Teacher	
Office	Mrs E Dougherty – Admin Support Officer	Ms C Burns - Admin Support Assistant
	Mrs D Hamilton – Admin Support Assistant	Mrs A Michie – Admin Support Assistant
Technicians	Mr G Ross – Technician	Mr A McNamee – Technician
	Mrs A Gray – Technical Assistant	Mrs M Robertson – Technical Assistant
CSN	Mrs H Gordon-Roberts – Admin Support Assistant	Mrs K Simpson – Pupil Support Worker
Careers	L O'Brien – Careers Advisor	
MCR Pathways	Miss J Grant	
ICT	Mr K Linfoot	Miss N Hughes
Library	Mrs K Fairweather – Librarian	Mr T Johnson – Library Assistant
Nurse	Mrs F Smith (NHS)	Mrs J Thomson – School Nursing Assistant
Janitors	Mr C Young – Supervisory Janitor	Mr F Ross – Janitor

	Mr D Stewart – Janitor	Mr R Cooper – Janitor (Primary)
Teaching Staff		
Business Education & ICT	Mr J Forbes-Lawie – Faculty Head	Mrs E Brown
	Mr M Blackburn (Part- time)	
English	Mr I Morrison – Faculty Head (Part-time)	Mrs J Dixon – Teacher and P-time Faculty Head
	Mrs V Ross	Miss C Fraser
	Mrs M Matheson (Part- time)	Mr S Beadle
Expressive Arts	Mrs F Moffat – Faculty Head	Miss K Meldrum
	Mr E Maharg	Mrs S Jacyna (Part-time)
	Mr B Mead	Mrs A Moir
Health & Well-being	Mrs Diane Harper – Faculty Head	Mr G Emslie
	Miss M Sutherland	Mrs K Chalmers
	Mrs A Rae	Mrs L Mitchell (Part-time)
Humanities	Mr N Burgess – Faculty Head	Vacancy
	Miss C Padden	Mrs A van der Spoel
	Miss L Bruce	Mrs LM Ritchie
	Miss G Plenderleith	
Mathematics	Mr G Ingram – Faculty Head	Mr A Forrest
	Dr P Hopwood (Part-time)	Mrs M Farquhar
	Mr R Mitchell	Mr A Oliver
Modern Languages	Mr A Sutcliffe – Faculty Head	Mrs S McLeod
	Miss M Guzman	Mr D Cholet
Science	Mrs I Gardner – Faculty Head	
	Mr A Innes	Mr L Wright
	Mrs C Thomson (Part- time)	
	Mr K McIntosh	Mrs P McWilliam (Part- time)
	Mr N Rowand	Mr J Lodge

Technical	Mr K Griffiths – Faculty Head	Mr J Whittet
Support for Learning	Mrs Donna Harper – Principal Teacher	Mrs N Jennison
	Mrs D Johnson (Part-time)	Mrs M Lee
	Mrs A Middleton	Mrs S McGowan
	Mrs M Anderson	Mrs L Woods
	Mrs A Ritchie (Part-time)	Mrs M Stephen
Support for Learning – Pupils Support Workers	Mrs D Mills	Ms L Millar
	Mrs S MacDonald	
	Mrs T Paterson	Mrs L Ross
	Mrs J Scott	
	Mrs C Sharp	Mrs A Wilson

Our Vision, Values and School Ethos

Following a School and community consultation, we renewed our Vision and Values in 2016. This was again re-visited during session 2018-19. Our Vision is Together Growing Succeeding. This is intended to be a living Vision, underpinning everything we do and guiding us in our future aspirations and actions.

Together: Is about treating one another positively, kindly and with respect. We are all a part of the School community, the Local Huntly community and beyond. Our actions here affect other local, national and international communities. We must consider what consequences our actions will have on others and on our environment, both locally and globally.

Growing: We need you to value and look after your health. This includes your physical, mental, emotional and spiritual health. TGS should be a happy place, with support for everyone to feel good about their health. We want you to develop confidence and resilience for life in and beyond School.

Succeeding: Success means being the best possible version of yourself that you can be. If you succeed with this then you will learn as well and achieve as much as you can. Have a growth mind-set – explore new things and aim for future successes! At TGS we want you to be proud of your achievements and successes and we will celebrate those with you.

The Gordon Schools Coat of Arms



At the top of the School Coat of Arms, two yellow boars' heads on an azure background represent the Gordon family. Two lions' heads on a gold background are linked with Badenoch. Two red crescents on a gold background link with Seton. Two fraises, or strawberry flowers, on an azure background represent Fraser. The Gordon family owned Badenoch, Seton and Fraser lands and these four names are remembered in our House system.

A red chevron with silver stars carries the link with the Brodie Arms, the 5th Duke of Gordon having married Elizabeth Brodie. The colours black and gold relate to the Barry Arms of Strathbogie (the original name for Huntly). The green leaves represent our Linden trees. The grey tower represents the tower of the Simpson Building, the original building that dates back to 1839.

The motto In Fas Constans derives from Bydand, that appears on the armorial bearings of the Gordon Family. Both mean Steadfast or Abiding.

Curriculum

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

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

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

Curricular Areas

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

Curriculum Design

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

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

Developing Young Workforce

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

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

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

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

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

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

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

Curricular Levels

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

S1	Business Education & ICT	Expressive Arts	Health and Well Being (HWB)	Languages & Literacy
	Business Enterprise	Art Drama Music	Home Economics Physical Education Personal & Social Education	English French German
	Mathematics & Numeracy	RMPS & Social Studies	Science Technologies	Skills for life & work
	Mathematics	Geography History Modern Studies Religious & Moral Education	Biology Chemistry Physics Technical Education	Preparing our Workforce

S2	Business Education & ICT	Expressive Arts	Health and Well Being (HWB)	Languages & Literacy
	Business Enterprise	Art Drama Music	Home Economics Physical Education Personal & Social Education	English French or German
	Mathematics & Numeracy	RMPS & Social Studies	Science Technologies	Skills for life & work
	Mathematics	Geography History Modern Studies Religious & Moral Education	Biology Chemistry Physics Technical Education	Developing Young Workforce insert days in the curriculum

S3	Business Education & ICT	Expressive Arts	Health and Well Being (HWB)	Languages & Literacy
	Options: Business Administration Computing Science	Options: Art Drama Music	Options: Home Economics Physical Education Core: Personal & Social Education	Core: English Options: French German Spanish
	Mathematics & Numeracy	RMPS & Social Studies	Science Technologies	Skills for life & work
	Core: Mathematics	Options: Geography History Modern Studies Social Subjects Religious & Moral Education	Options: Biology Chemistry Physics Graphic Communication Practical Metalwork & Woodwork	Developing Young Workforce opportunities in the curriculum

Senior Phase (S4-S6) Pupils study the courses in which they want to gain National Qualifications and Awards during the Senior Phase. These may be accredited by the SQA, Princes Trust, ASDAN or other awarding bodies.

In S4 most pupils will follow six or sometimes seven courses. All pupils will study English and Maths and most will choose any four other courses. There is also a core of Wider Achievement, PE, RMPS and PSE.

In S5 and S6 pupils could follow up to five courses. In S5 & S6 there is a core of PSE and Wider Achievement.

In the Senior Phase we also work closely with North East Scotland College to provide pupils with the opportunity of studying courses at college as well as school. These can include such courses as Foundation Apprenticeships.

Development of Spiritual, Moral, Social and Cultural Values

The Gordon Schools welcomes and values pupils from all faith backgrounds. We are a non-denominational School and have close links with Churches in the extended Huntly community. Situated in a predominantly Christian community, at Christmas, our school participates in services held by local Ministers and, where appropriate, encourages presentations by religious groups and charities. The Gideons present First Year pupils with a copy of the New Testament each year. The Scottish Executive has issued new guidelines for Religious Observance which further assist in the spiritual development of all members of our school community.

Extra-Curricular Activities

Sports and activity clubs are widespread across our School. Sports offered include athletics, badminton, cross-country running, football, hockey, netball, rugby, swimming and volleyball, to name just a few. There continues to be sporting representation regionally and nationally. Seniors are involved in enterprise, citizenship and health & well-being activities. We also have various School musical groups and there is also an annual high profile School show. There are trips and visits around the country and also abroad. Pupils are required to contribute to the cost of local excursions. All pupils in all years are given wide and varied opportunities to participate in the life of the school.

1+2 Language Learning

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

In our School the first foreign language will be either French or German. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to
: <https://www.aberdeenshire.gov.uk/schools/parents-carers/involvement/information-to-support-learning/language-learning-in-scotland-a-1plus2-approach/>

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

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

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

Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at:
<http://gordonschools.aberdeenshire.sch.uk>

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Pre school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

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

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

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

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

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

Parents will be informed of progress:

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

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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

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

Transitions (Moving On)

The majority of pupils at The Gordon Schools come from our twelve Cluster Primary Schools:

Cairney School	Class School	Drumblade School	Forgue School
Gartly School	Glass School	Gordon Primary	Insch School*
Kennethmont School		Largue Schools	Premnay School*
Rhynie School			

(*Dual-zoned for The Gordon Schools and Inverurie Academy)

To assist in the transition from Primary to secondary, we liaise with our Cluster Primary Schools throughout the session. All of our Head Teachers meets regularly to co-ordinate developments.

Two Open Information Evenings for Parents and Carers in Primary 7 are held during the school session. There are opportunities to meet Senior Leaders, Guidance Teachers and pupils from the school.

There are visits from secondary colleagues to our Cluster Primary Schools during the session, together with a week-long Transition Experience for Primary 7 pupils to The Gordon Schools in June. An easy-to-follow Welcome booklet is prepared, giving advice, facts and information. To make the transition as smooth as possible and to lessen the impact of change, pupils meet new teaching staff in settled groups. They have an opportunity to follow their timetable, meet a range of subject teachers and to see the facilities and buildings. In addition small groups of pupils meet on a regular basis during the session to support them in a more extended transition.

During the 5-day Transition week, a second Parents' Information Evening is held. Throughout this process, Parents/Carers will have opportunities to ask any questions or share any information about their child's needs which will support them through the transition. Senior pupils also act as "Buddies" to support first year pupils as they settle into school in August. The aim of all this is to make sure that transition is as smooth as possible.

Families of pupils enrolling out-with transition time meet with one of the Depute Rectors. Time is made available to provide families with a guided tour and to provide advice and information about School life.

Visit Parentzone for more information about transitions:

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

1 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

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

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

2 Placing requests & School Zones

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

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

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

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

3 Skills Development Scotland

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

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

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

Support for Children and Young People

4 Getting it Right for Every Child

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

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



Its vision is that:

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

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

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

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

5 Wellbeing

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



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

Secondary – Pupil Support Team/Guidance

Mr A Johnston – Depute Rector

Mrs H Robertson - Badenoch House

Miss C Hancy - Fraser House

Mrs P Emslie/Mr L Wright - Gordon House

Mrs L Fettes - Seton House

Our Guidance teachers provide the link between home and School. Although all teachers in the school have responsibility for pupil welfare, it is our Guidance colleagues who are in a position to have the complete picture of pupil progress during their secondary school years. They provide support and guidance of a personal nature, assisting pupils to make well-considered decisions. Guidance teachers see all their pupils on a weekly basis when teaching Personal and Social Education and conduct routine interviews with pupils during each stage of their school career.

Guidance colleagues meet regularly with members of the Senior Leadership Team to discuss all aspects of pupil welfare. They are also regular meetings to co-ordinate Additional Support for Learning. The progress and welfare of pupils experiencing specific difficulties are reviewed at these times.

Guidance teachers are also the link between the school and outside agencies, such as:

Universities, Further Education Establishments, Skills Development Scotland, Children's Hearings, Psychological Services. Work Experience agencies, Health & School Medical Service, Social Work Department, Cluster Primary Schools and Community Health & Development.

Whenever there is a concern about the well-being of pupils, Guidance teachers contact Parents/Carers by telephone, e-mail or by letter. In return, Parents/Carers are asked to inform the appropriate member of the Guidance team of any circumstances that might affect a pupil's progress at school. Colleagues in The Gordon Schools value this sense of partnership between home and school. Should you wish to meet with a Guidance teacher an appointment should be made through the school office. The telephone number is 01466 792181. Parents are also encouraged to contact the Rector or members of the Senior Leadership Team. If there is something causing real concern do not hesitate to get in touch. Someone will help. We are all concerned and will try to assist.

6 Children's Rights

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

This means we:

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

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

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

7 The Named Person

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

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

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

The Named Person can help by:

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

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

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

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

The Named Person for your child/young person is: House Guidance Teacher

8 Educational Psychology

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

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

explore and understand the concern, and support people to come up with solutions that will work in that particular context.

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

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

9 Enhanced Provision & Community Resource Hubs

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

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

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

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

10 Support for Learning

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

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

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

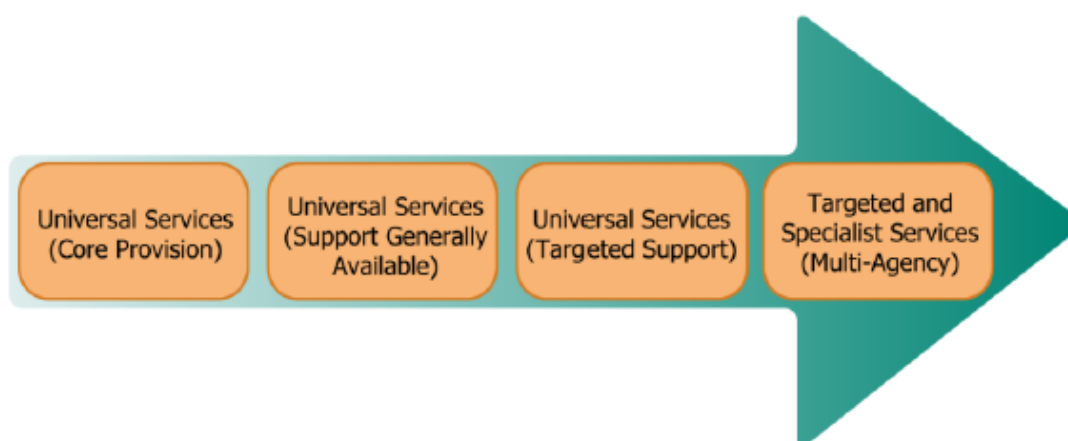
Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they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

assess children's needs and support learning and teaching through a relevant curriculum.

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

11 The Child's Plan

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



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

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

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

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

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

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

12 Child Protection

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

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

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. In our school the designated staff are: Mr Alan Johnston, Depute Rector and Mr Phil Gaiter, Rector

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

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

You can speak to designated staff in our school

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

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

13 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right for Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire – National Parent Information Service and Helpline

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

Parent & Carer Involvement and Engagement

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

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

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

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

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

14 Parental Engagement

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

15 Communication

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

- Use of Groupcall to text and email
- School Website: <http://gordonschools.aberdeenshire.sch.uk/>
- Social Media: @gordonschools
- Events
- School reports

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

16 Learning at Home

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

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

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

17 Parent Forum and Parent Council

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

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

Contact the Parent Council Chairperson Mrs Hazel McIntosh or Head teacher for more information about getting involved in the Parent Council or email:

tgspip@gmail.com

18 Parents and School Improvement

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

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

19 Volunteering in school

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

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

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

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

20 Collaborating with the Community

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

21 Addressing Concerns & Complaints

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

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

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

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

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

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

School Policies and Useful Information

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

All Aberdeenshire Council Education policies can be found here:

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

22 Attendance

What parents needs to know:

Lateness: Pupils should make sure they sign in at reception so their attendance record can be updated. Patterns of late attendance will be followed up by members of the Guidance and Senior Leadership Teams.

Permission for absence from school: A note should be forwarded to the school explaining the reason for the planned absence.

If you are absent: If the absence is not planned, Parents/Carers can contact the school or phone our 'Absence Line' on 01466 495020 and select the appropriate option.

If you feel ill, tell your class teacher and ask permission to report to the school office. If appropriate, office staff will arrange for you to be collected from school.

What parents needs to know:

Good attendance and punctuality will help to foster better learning and attainment.

All parents/carers of children of school age have a duty to provide education suitable to age, ability and aptitude. As part of an Aberdeenshire's approach to the management of pupil absences, we use a system called Groupcall, which allows us to contact parents/carers more quickly and efficiently to ensure the safety and wellbeing of children and young people. Groupcall gives us the ability to send text messages to parent/carer's mobile phones or make automated telephone calls to parent /carers via telephone numbers supplied to the School. The system is primarily used to seek clarification on why a child is absent from School.

Parents should note that the majority of holidays taken during term time are categorised an *unauthorised absence*. Under exceptional circumstances the Head Teacher can authorise a family holiday during term time, following serious or terminal illness, bereavement or other traumatic events.

Improving attendance is vital for our School. There is a direct link between good attendance and good attainment. Parents/carers are asked to ensure that pupils come to School on time each and every day. Late-coming seriously disrupts learning in classes and is dealt with as part of the Aberdeenshire Council Attendance Policy. Every effort will be made, with parental co-operation, to encourage good habits of

punctuality in pupils. Latecomers should report to the Reception in order to register and subsequently report to a member of the Senior Leadership Team at morning interval to review the reason for their lateness. Again, good punctuality is just as important as good attendance, in helping make for a settled start to daily learning.

The school follows the Aberdeenshire Attendance Policy:

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

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

23 Holidays during term time.

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

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

24 Dress Code

Pupils at The Gordon Schools are expected to wear the following items to school:

Black school jumper/sweatshirt/cardigan with the school crest

Black blazer with school crest (optional)

Black school skirt or trousers

Black or white shirt of blouse

Black or white polo shirt with or without school crest

School tie

Pupils, parents and staff were involved in choosing the current dress code and the items have been selected so that pupils clearly identify with the school.

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

Suppliers:

https://www.academyuniformsltd.co.uk/index.php?route=product/category&path=62_188

Physical Education. PE Kit consists of:

T-shirt or polo shirt, shorts or tracksuit trousers, trainers, swimsuits/trunks.

Parents should note their responsibility to ensure all clothing and belongings 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.

25 Clothing Grants

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

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

26 Transport

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

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

27 Privilege Transport

Transport provision is also made available for pupils who are not entitled to free transport. Privilege transport is provided on school transport services subject to spare seating capacity, at a fixed annual charge. Discounts are available for pupils in receipt of the clothing grant, and to families with 3 or more children travelling to the same school. There are 3 types of privileged transport available.

In-zone Privileged transport

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

In-Zone Privilege Transport – Guaranteed

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

applicable annual charge. A pupil who is guaranteed in-zone privilege transport would not be removed to make room for a pupil who is entitled to free school transport.

Out of Zone Privilege Transport

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

For further information and application forms, see the Council website.

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

Alternatively, copies of Privilege forms or further information can be requested by emailing: school.transport@aberdeenshire.gov.uk

28 Early Learning & Childcare Transport

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

29 Special Schools and Enhanced Provision

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

30 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

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

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

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

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

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

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

School Information Line

Tel: 0370 054 4999 then **021130**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

31 Storm Addresses

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

32 Change of address and Parental Contact Details

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

33 Anti-bullying Guidance

What is Bullying?

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

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

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

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

What will the school do about it?

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

1. Record the Incident
 2. Speak to the individuals involved having frank and honest dialogue
 3. Speak to parents
 4. Utilise Restorative approaches
-

5. Monitor the situation
6. Review and increase response accordingly

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

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

This guidance is incorporated into our Promoting Respect and Equalities policy. Copies of this school guidance can also be accessed via the School Office.

34 School Meals

Secondary School Lunches

Food services at Secondary schools provide a cafeteria style dining facilities with a range of freshly prepared meal options on offer. Secondary Meal Options and Prices 2019.

Alongside the main lunchtime service many schools offer a breakfast and morning break service. Items can be purchased individually or as part of a 'meal deal'.

Most schools also provide a Pre-order service enabling lunch to be ordered in the morning using an iKiosk unit. Orders are prepared, packaged and can be uplifted from designated pick up point within the school.

Vending machines are also available and provide a number of food and drink options.

Payment for School Meals

As with Primary schools a cashless catering system is in operation for payments to pupil accounts linked to NEC/Young Scot Cards. Pupils may put funds on their account using Revaluation units located within the school. The Revaluation unit also shows a pupil's current balance at any time.

Parents make payment online to pupil accounts at the school and are also able to view account balances and a pupil's purchase history 24/7 online.

For further information or questions please contact your school, school catering team or the Education Catering Service. Academy.meals@aberdeenshire.gov.uk

35 Healthcare & Medical

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

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

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

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

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

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

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

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

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

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

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

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

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

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

36 Exclusion

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

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

37 Educational Visits

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

38 Instrumental Tuition

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

For further information go to:

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

39 Education Maintenance Allowance

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

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

40 Public Liability Insurance

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

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

41 School Off Site Excursion Insurance

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

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

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

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

Duty of Care

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

42 Data we hold and what we do with it.

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

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

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

43 The information we collect from you

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

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

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

44 Your Data, Your Rights

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

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

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

45 Parental Access to Records

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

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

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

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

46 Information Sharing

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

47 ScotXed

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

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

about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

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

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

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

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

School Improvement Plan

School Website: <http://gordonschools.aberdeenshire.sch.uk/>

Members of Parental Groups

School Website: <http://gordonschools.aberdeenshire.sch.uk/>

Stats for Attainment

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

The dashboards can be consulted [here](#)

School Events Calendar & holidays

School Website: <http://gordonschools.aberdeenshire.sch.uk/>

Assessment Calendar

School Website: <http://gordonschools.aberdeenshire.sch.uk/>

Year/Termly Plan of Learning

School Website: <http://gordonschools.aberdeenshire.sch.uk/>

Aberdeenshire Council School Holiday Calendar

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

Map of catchment area

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