



From mountain to sea

Alford Academy

Handbook

2017/18



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Introduction to Alford Academy

Dear Parent/Carer

Alford Academy is an ambitious school community, renowned for its caring, positive ethos.

At Alford Academy, we are committed to challenging and supporting our pupils in order to prepare them with the skills, knowledge and attitudes they need to be successful in whatever they choose to do post school.

This school handbook is designed to inform parents of life at Alford Academy.

We look forward to meeting and working closely with you and your son/daughter as he/she progresses through Alford Academy.

Please do not hesitate to contact the school, should you wish further clarification or information on any issue associated with the school or to make an appointment to visit the school.

Yours sincerely



Moira Milne

Head Teacher

School Contact Details

Moira Milne, Head Teacher

Tel: 019755 62251

Alford Academy

Alford Community Campus

Greystone Road

www.alfordacademy.aberdeenshire.sch.uk

Alford AB33 8TY

alford.ac@aberdeenshire.gov.uk

Blog <http://alfordacademy.edublogs.org/>

Adverse weather and emergency closure

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

Information Line 0370 054 4999 School Pin 021010 (Please do not use this line to leave messages for the school.)

Alford Academy is a non-denominational school with a roll of 635. Alford Academy and its 13 associated primary schools cover a catchment area of approximately 600 square miles, from the Lecht in the West to Echt in the East.

Alford Academy works closely with its associated primary schools (Alford, Cluny, Craigievar, Dunecht, Echt, Keig, Lumsden, Midmar, Monymusk, Strathdon, Tough, Towie and Tullynessle) to ensure pupils experience a coherent 3-18 education and effective transitions. All Head Teachers meet each term to discuss strategic and operational issues. In addition, cross-sector links are developing, on a formal and informal basis, to support curricular change, pastoral care and welfare as well as professional development.

The Alford Academy Parent Council continues to support the work of the school. Strong partnerships exist with the Parent Council which is proactive in trying to engage more parents to contribute to the life and work of the school. Partnerships within the local community are being further developed to provide support for individual pupils and groups of pupils. Examples range from sponsorship for awards, sports kits, vocational experiences and curriculum inserts, including induction programmes for senior pupils.

A number of pupils excel in a range of leadership opportunities which take place during the year. The Interact Club team work together with the Alford and District Rotary to lead a number of events including 'Young Musician of the Year'. Pupils involved benefit greatly from these experiences by further developing their life skills.

Partners from health, social work, police, library services and Community Learning & Development are committed to developing effective integrated working practices in order to enhance support for our young people.

The Alford Community Campus is a shared campus for Alford Academy and Alford Primary, as well as being a community and leisure hub for the local area. The campus incorporates a swimming pool, theatre, a dance studio, sports hall and a climbing wall, as well as a community café, a large library and fantastic learning spaces for all.

The School Day

8:40 - 9:30	Period 1
9:30 - 10:20	Period 2
10:20-10:40	Morning Interval
10:40-11:30	Period 3
11:30-12:20	Period 4
12:20-1:10	Period 5
1:10-2.00	Lunch Interval
2:00-2:50	Period 6
2:50-3:40	Period 7 (<i>Mon/Tues/Wed only</i>)

Our Staff Team

The Senior Leadership Team consists of a Head Teacher, three Depute Head Teachers and a Support Co-ordinator. There are 13 Principal Teachers, including three Principal Teachers of Guidance and one Principal Teacher of Additional Support for Learners (ASL). The following faculties are currently in place: English, Mathematics, Modern Languages, Business Education and Computing, Science (Biology, Chemistry and Physics), Enterprise and Creativity (Art & Design, Home Economics and Technical), PE/Health, Performing Arts (Music and Drama) and a Faculty of Humanities (RMPS, History, Geography, Modern Studies). In addition to our core staffing, our Active School's Co-ordinator provides a range of activities to support Health & Wellbeing. Additional Support for Learners (ASL) teachers work across the Alford Cluster schools. An extensive team of support staff, incorporating Janitors, Technicians, Pupil Support Assistants (PSAs), Librarians and Office Staff provide excellent service to Alford Academy and its cluster schools.

Our Vision, Values and School Ethos

Alford Academy is an ambitious school. Self-evaluation continues through each session. 'The Curriculum', 'Teaching and Learning', 'Developing Partnerships' and 'Leadership and Vision' continue to be a focus for our improvements. Through an open door, approachable management style, a culture of dialogue, open communication and transparency is encouraged as we further develop our culture of ambition and achievement across the school.

Our Mission Statement

Alford Academy recognises that one size does not fit all. Our young people are born individuals and should leave school as individuals. Alford Academy is committed to unlocking each youngster's potential, raising their aspirations and helping them to be all they can be, in a safe, healthy and caring environment.

Our Values

The work and life of our school is underpinned by 5 values: Respect, Wisdom, Justice, Compassion and Integrity

Our Aims

1. Attainment and Achievement

Alford Academy aims to raise standards of educational attainment for all its pupils, especially in each of the core skills of literacy, numeracy, information technology, working with others and communication.

2. Learning and Teaching

Alford Academy staff aim to promote high quality learning experiences for pupils by investing in professional development to create knowledgeable, confident and skilled teachers capable of raising the attainment and achievement levels of our pupils.

3. Inclusion and Equality

Alford Academy aims to provide equality of opportunity to access education in a way that is engaging and appropriate to the pupils' interests, physical and intellectual needs.

4. Values and Citizenship

Alford Academy aims to work with pupils, parents and employees to promote self-respect, respect for others and interdependence within society. This will allow our pupils to understand the duties and responsibilities of citizenship in a democratic society.

5. Learning for Life

Alford Academy aims to equip pupils with positive attitudes and expectations, encourage creativity, ambition and entrepreneurial skills that will help them prosper in a changing society.

Alford Academy is not just a school, it is a learning community that recognises teaching and learning does not start and stop at the school gates. Through development of partnerships in and out of school, we will work as a team to provide outstanding learning and leadership experiences and opportunities to support and furnish each

individual youngster with the knowledge, skills, experiences and insight that will set them on their path to a prosperous future, effectively contributing to life and work in Aberdeenshire, Scotland and world wide.



Curriculum

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

Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore we will 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 also 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.

Broad General Education (BGE)

S1 - S3 Curriculum

Every child and young person in Scotland is entitled to experience a broad, general education from pre-school years to the end of S3.

In S1-S3, pupils will follow courses which aim to build on their experiences from primary school whilst preparing them for the certificated courses of study which they will follow in S4-S6. Personalisation and choice will feature more as pupils move through the secondary school. Pupils have opportunities for specialisation and depth of learning in S3 through subject choice.

Throughout S1 – S3, pupils will develop a broad range of skills through the following curriculum areas:

English, Modern Languages and Literacy

Mathematics and Numeracy

Health and Wellbeing (mental, emotional, social and physical)

RME (Christianity and other world religions, development of beliefs and values)

Social Studies (Geography, History, Modern Studies and Business Education)

Sciences (Biology, Chemistry and Physics)

Technologies (ICT, Business Education, Computing Science, Home Economics, Craft and Design, Engineering and Graphics)

Expressive Arts (incorporating Art & Design, Dance, Drama and Music)

Pupils will develop literacy, numeracy and health and wellbeing skills across all curricular areas.

Senior Phase

S4 - S6 Curriculum

S3 marks the end of the broad general education phase and is a time when pupils choose courses which will lead to national qualifications.

Pupils will select courses in a range of subjects at the appropriate level for them as they progress through the Senior Phase.

National 1

National 2

National 3

National 4

National 5

Higher

Advanced Higher

An increasing range of Skills for Work vocational courses are delivered through partnership models with Further Education and other schools.

In addition, pupils will study PE, RME and PSE as core subjects.

Pupils will continue to have opportunities for e-learning and use of new technologies. In addition, a range of wider achievement/enrichment opportunities are offered.

In S6, pupils will have opportunities to study programmes involving independent and blended learning with partners from Higher and Further Education and the Business Community.

Personal Support / Career Planning

Throughout the BGE and Senior Phases, pupils are supported to achieve their best and to plan and prepare for further study or the world of work. Vocational learning, including work experience, careers advice and business, university and college links all complement the work done by Guidance and subject teachers to develop skills for learning, life and work.

Development of Spiritual, Moral, Social and Cultural Values

Alford Academy is a non-denominational school which aims to develop the values of respect for others, honesty and open-mindedness. We aim to create a curriculum and environment which promote moral and social responsibility.

RME classes explore multi-cultural aspects of society and issues affecting young people today.

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.

Extra-Curricular Activities

At Alford Academy a range of extra-curricular activities is also provided. Information regarding current clubs (including those led by Active Schools) and extra-curricular activities will be communicated throughout the year via school bulletins. All pupils are encouraged to take part in at least one activity or club in order to enhance their school experience.

Football (Boys)	Football (Girls)
Badminton	Basketball
Netball	Hockey
Ski Race Team	Rockwall
Table Tennis	Circuits
Dodgeball	Dance
Swimming	Running
Touch Rugby	Duke of Edinburgh
Folk Group	Musical Theatre Group
Scripture Union	Pipe Band
Concert Band	Drama Club
Ukele Band	Brass Band
Young Engineers	Rotary Interact Club
Cyber Lunch Club	Robotics and Coding Club
Eco Group	Student Council
Geology Club	LGBTQ

Alford Academy also provides a wide range of opportunities for pupils to take on leadership roles in activities and services within the school and local community, so developing self-confidence, teamwork and leadership skills.

Student Executive

The Student Executive consists of Head Prefects and their Deputies. The Student Executive works closely with the Head Teacher and co-ordinates prefect duties and responsibilities and also take a lead in school events.

Prefects

S5 and S6 prefects are appointed to each House. Prefects collectively set the tone for the school and are expected to promote positive relationships through exemplary conduct and engagement in the school community. Prefect duties range from campus patrol and visitor tours to involvement in enrichment activities and parents' evenings.

Student Council

The Student Council is made up of representatives from each year group. The Council is chaired by a S6 representative. It is a consultative body and plays an active role in

school life. The Student Council is supported by the Parent Council and works on school improvements including dress code, learning and teaching and transition to the new campus.

Health and Wellbeing Young Leaders

Health and Wellbeing Young Leaders work with staff and pupils to develop fitness activities and sports as part of the Curriculum for Excellence.

Sports Leaders

Senior pupils have the opportunity to train and qualify as Sports Leaders as part of their enrichment programme. Sports Leaders organise and lead interhouse sports events.

House Captains and Vice-Captains

House Captains and Vice-Captains are selected for each House. The House Captains organise and promote interhouse competitions among all year groups. They are responsible for promoting healthy lifestyles, including healthy eating and encouraging participation in sporting and leisure activities.

S6 Committees

Each S6 pupil has the opportunity to lead or participate in committees such as Year Book Committee, Social Committee and Interact/Charities Committee. Committees select their own chairperson, set their own agenda and organise related activities.

Buddies

Senior pupils make a valuable contribution to supporting junior pupils, both in and out of the classroom.

Class buddies help to support individual pupils and/ or a subject class.

S1 buddies attend registration with S1 classes one day per week as part of the transition programme from primary school.

Paired Readers

Senior pupils support pupils to develop reading and literacy skills.

Bus Mentors

Bus mentors support P7 pupils on school transport during visits as part of the transition programme. Bus mentors may continue to provide support on school transport.

Youth Forums

A number of pupils are members of the Alford Youth Forum, part of the Community Learning and Development programme. Pupils volunteer and help other young people in the Academy and associated primary schools. The Youth Forum also works with other partners, including the police, local councillors and members of the community.

Pupils also participate in Aberdeenshire Youth Participation Forum

1 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.

In Alford Academy the first foreign language will be either French, or Spanish. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

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.

2 Further Information

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

www.alfordacademy.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://education.gov.scot/nationalqualifications/>

Assessment and Reporting

Pupils move through the curriculum at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through all the experiences and outcomes.

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. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

‘**SAY**’ where a pupil may have presented to the class or teacher.

‘**WRITE**’ where a pupil may have some written evidence e.g. end of unit/topic.

‘**MAKE**’ where a pupil may have created a model or poster.

‘**DO**’ where pupils may act out a scenario or conduct a class vote.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self & peer assessment as well as tests.

From August 2017, new national standardised assessments are being introduced as part of the National Improvement Framework, where every child in P1, P4, P7 and S3 will undertake assessments covering aspects of reading, writing and working with numbers over the course of the school year.

Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. To help teachers judge how well children are doing and plan next steps in their learning. For more information please go to:

<http://www.gov.scot/Resource/0051/00510590.pdf>

Throughout this time, parents will receive regular updates through **TRACKING Reports** along with an **ANNUAL Report** and the opportunity to **meet informally and formally with** teachers and support staff (see school calendar in APPENDIX)

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. This is held with the pupil’s Guidance Teacher.

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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

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

Transitions (Moving On)

Transfer to Secondary Education

An induction programme for P7 pupils is in place to help ease the transition into S1. P7 pupils attend a 'link day' in May and then a further 'link week' at the Academy in June.

Alford Academy has a proud history of an extremely close relationship with the surrounding Primary Schools.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education

Visit Parentzone for more information about transitions:

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

3 Admissions

Nursery Admissions.

All parents should submit an application form for their child, to the nursery of their choice during the admissions period. 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/>

4 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>

If you live Out of Zone, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. Please follow the link for more info:

<http://aberdeenshire.gov.uk/media/14818/out-of-zone-placing-request-policy-final-updated.pdf>

<http://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug16.pdf>

5 (S) Skills Development Scotland

The Careers advisor for *Alford Academy* is *Linda Johnstone*

The aim of the service is to help pupils' career plans and move smoothly from school to employment, training or further/higher education.

All pupils have access to the Careers Advisor though most time is spent with S4/5/6. Pupils may meet with the Careers Advisor during class, in a group setting or for a one-to-one interview. The Careers Advisor may also be available for parents to seek advice during some of our events.

For more information about Skills Development Scotland go to:

<https://www.skillsdevelopmentscotland.co.uk/>

6 Skills for Learning, Life and Work / Developing Young Workforce

As part of the curriculum, pupils will work towards developing the key employability skills, those being **communication, teamwork, problem-solving, computer literacy and customer service**.

All pupils will have an opportunity to experience meeting and talking with employers, further education and training providers. Pupils in secondary will also have an opportunity for a work experience placement.

Further information for parents can be found on the DYW Website:

<http://dywaberdeenshire.org/>

Support for Children and Young People

7 Getting it Right for Every Child

Getting It Right FEC 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.

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 Alford Academy to feel happy, safe and supported to fulfil their potential.

Secondary – Pupil Support Team/Guidance

Every pupil is a member of one of three Houses - Craigievar, Forbes or Kildrummy. Each House has a Principal Teacher of Guidance (PTG) who has overall responsibility for the wellbeing of the pupils in her House. The Guidance teacher provides day-to-day support for pupils and is the first point of contact for pupils and their parents/carers. The Guidance Teacher also monitors pupils' progress and supports pupils to make appropriate subject, career and lifestyle choices.

Individual pupil support is complemented by a well-planned Personal and Social Education (PSE) programme which is delivered to House groups by Guidance staff.

House Links

Each Depute Head is linked with a House and works closely with the Guidance Teacher to monitor and support pupils in that House.

House	PT Guidance	Depute Head
Craigievar	Mr K Findlay	Mrs L Lees
Forbes	Mrs F Talbot/ Mrs D Gerrie	Mr S Gardner
Kildrummy	Mrs S Johnstone	Vacant

Pupil support is not exclusively the responsibility of Guidance Teachers. The school prides itself on the quality of relationships between staff and pupils and recognises that every member of staff has a responsibility to look after the emotional, physical and learning needs of their pupils.

Senior pupils, too, contribute to pupil support through their roles as buddies, peer listeners, prefects and House captains.

8 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. 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 parent/carer 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.

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

<http://www.girfec-aberdeenshire.org/for-parents-carers/what-is-the-named-person/>

At this time, at Alford Academy the Named Person for your young person is the DHT (Pupil Support)

9 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.

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

10 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/>

11 Support for Learning

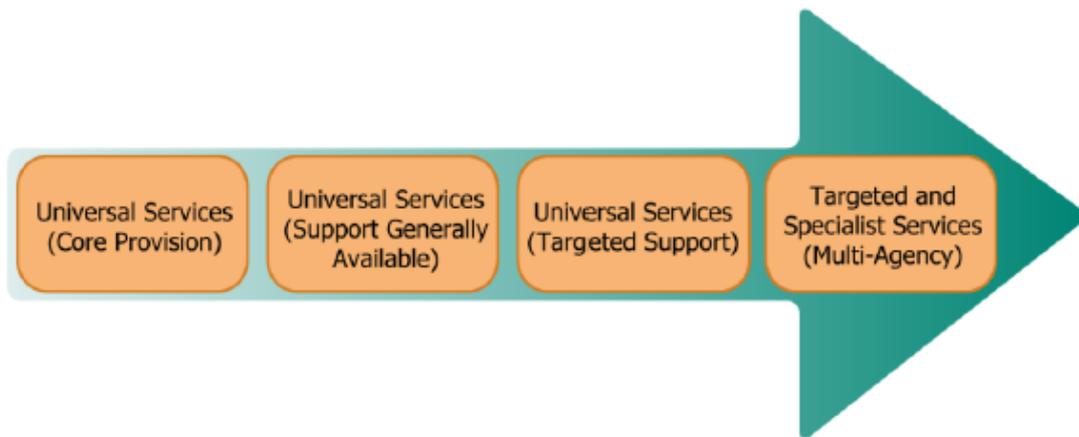
There are times when pupils may experience challenges with their schoolwork. This can be for a variety of reasons including specific learning difficulties, challenges with specific subjects, general learning difficulties or a period of absence.

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 with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general

'hands-on' 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.

12 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 need or risk identified. These children may require a level of targeted support, coordinated on a single or multi-agency basis through a Child's Plan.

Where a child or young person needs one or more targeted interventions, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indicators (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in 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 help to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire Getting It Right Website:

<http://www.girfec-aberdeenshire.org/for-parents-carers/>

13 Child Protection

Child Protection is everyone's responsibility. Protecting children and young people is the responsibility of every member of the community.

Within **Alford Academy** 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 refer the child to Social Work, the Police or the Children's Reporter. Here at **Alford Academy** the designated officers are:

Mrs L Lees and Mr S Gardner

Remember – if you suspect abuse, do not rely on someone else to notice.

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

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/>

14 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

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

Parent & Carer Involvement

Here at Alford Academy, we recognise that parents are the main educators and most influential people in a child's life and as such, we strive to work with you as partners to support your child's learning. To do this we aim to work with you in a number of ways.

Parental engagement and feedback from children and young people who use services is seen as key to their development and creating relationships of trust, based on transparency, inclusion and respect, is the basis of positive working relationships with children, young people and their families. This includes recognition and awareness of differing cultures and backgrounds, which may have an impact on, or be important to a child or young person's situation.

Aberdeenshire Parents' Charter These are a series of expectations that state our commitment to a way of working with you that places the following as priorities: welcome & care; value and inclusion; communication and working in partnership.

Assessment and Planning

The Getting It Right approach and Children and Young Person (Scotland) Act 2014 means the views of children, young people and their families, are seen as central to any assessment of wellbeing, and when drawing up a Child's Plan.

15 Our Parent Forum & Working with You as Partners

The Parent Forum is a collective name for every parent, carer or guardian at the school. As part of our forum we want to work together to give children and young people every opportunity to be successful and increase attainment. For that to work well, we have summarised how we aim to do this below.

16 Communication

The school uses a range of approaches to share information and enable insight into what your child is learning and how they are progressing. These include:

- Use of Groupcall to text and email
- Alford Academy Website
- Alford Academy Blog and Facebook page
- Newsletters
- Events
- Open days/mornings/afternoons

The school calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child's progress, wellbeing and behaviour (see Alford Academy website)

17 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people's learning by

providing guidance along with support programmes or events where you have the opportunity to learn together with your child.

18 Volunteering

There are many opportunities for parents to support learning in school by giving up some time to maybe share the skills and knowledge they have; support children and young people in the classroom; support or lead extra-curricular activities or indeed more direct support with specific skills (paired reading as an example). To do this please go to:

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

19 Learning at Home

We provide materials and resources to support either homework or materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy which can be found on the school website.

The learning activities pupils undertake out with school are of key importance to support, consolidate, reinforce and extend the learning that takes place in the classroom.

This home learning should include

Self Directed Study - Tasks set by the learner to reinforce and extend their learning

Reflection - The daily routine of looking back over class work covered including asking 3 key questions; What did we do? Why did we do it? What was I supposed to learn?

Homework - Tasks set by a teacher to be completed by a deadline.

Revision - Tasks which involve consolidating learning and working towards assessment

All pupils are expected to engage with home learning 4-5 evenings per week.

Parents should contact their child's Guidance Teacher if their child is having problems with homework or with meeting deadlines.

Parents can support home learning by:

- checking their child's planner or Show My Homework for homework tasks
 - helping their child to understand that home learning is wider than just set homework tasks.
 - encouraging their child to reflect on their learning in and out of school.
 - ensuring their child has a place to study and the necessary resources (e.g. calculator, dictionary)
 - checking the quality and presentation of work
 - asking their child to explain a piece of class work / homework
 - testing rote learning e.g. French vocabulary, formulae
 - establishing routines and rewarding good effort
 - encouraging personal reading
-

20 Decision-making and Developing Services

Reflecting our vision, values and aims, the school has a range of priorities that we work to improve on each year which are explained in our School Improvement Plan (SIP). To take forward some of those priorities we need parents' views, ideas, opinions along with creating the opportunity to draw upon parents skills and strengths. To enable this we have a series of working groups/focus groups which any interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires.

Our **Parent Council**, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson Colin Turnbull or Moira Milne Head Teacher for more information about getting involved in the Parent Council or email: alfordaca.pc@outlook.com

21 Collaborating with the Community

Alford Academy and our staff strive to work with the 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 Moira Milne, Head Teacher.

School Policies and Useful Information

All Aberdeenshire Council Education policies can be found here:

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

22 Attendance

1. All pupils under the age of 16 are required by law to attend school and it is the responsibility of parents/carers to ensure that their child attends school regularly and arrive on time. Parents 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.
2. Regular and punctual attendance is linked closely to achievement and school staff wish 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.
3. Parents/carers must inform the school office of their child's absence by telephoning 019755 62251 before 8.30am on each day of the absence. On the pupil's return to school, parents are asked to provide a note confirming the reason and length of absence. The note should be signed and dated.

Lateness:

All pupils are expected to arrive in good time for school and classes. Pupils who arrive in school after registration must come in the main campus entrance, and sign in at Reception. Punctuality is monitored through the school's electronic registration system. The parents/carers of pupils whose lateness is causing concern will be contacted in order to find an early resolution to the problem.

Permission for absence from school:

Pupils who attend an appointment during the school day must have signed approval from a member of the Senior Leadership Team (SLT). On the day of the appointment, before the start of period one, pupils must bring the appointment card / parental letter and a 'permission to be out of school' form to a member of SLT for signing.

All pupils leaving school during the school day must sign out at Reception. On return to school, pupils must sign in again at Reception.

Parents are requested to keep appointments during the school day to a minimum.

Illness or accident during school hours:

A pupil who feels unwell during class should tell the class teacher. Where necessary, the class teacher will telephone for the Nursing Assistant or a First Aider to attend the pupil. If the Nursing Assistant decides that the pupil should be sent home, school will contact the parent/carer. No pupil may go home without permission and pupils who are being sent home due to illness must be picked up by a parent or other responsible adult (e.g. close relative).

A serious accident or illness will be referred to the Nursing Assistant, a member of the Senior Leadership Team or identified First Aider who may require, if the circumstances necessitate, to call on external medical help.

In the event of an accident or illness which requires referral to the local Medical Practice and/or to the Accident and Emergency Unit at Aberdeen Royal Infirmary, parents or the designated emergency contact will be informed.

What Parents needs to know:

The school follows the Aberdeenshire Attendance Policy:

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

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

23 Holidays during term time

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 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 Alford Academy Dress Code

All pupils are expected to maintain a high standard of appearance and to wear school uniform (as detailed below) during school hours and when representing the school. Almost all parents support us in applying the school dress code and the co-operation of parents in this matter is appreciated.

The school uniform consists of:

- White shirt
 - Alford Academy school tie
 - Black V-neck jumper with school logo (S1 – S3)
 - Black blazer with school logo (S4 – S6)
 - Black skirt/trousers – girls may wear trousers
-

- Black shoes or black trainer-type shoes

Please refer to the school website/blog for information on how to purchase items.

PE Kit consists of:

- Shorts / T-shirt or sports shirt (no string strap tops)/ gym shoes or trainers
- Appropriate clothing for an activity (e.g. swimming)
- Towel for shower after P. E. (optional)

Aberdeenshire Council accepts no responsibility for the safe custody of property belonging to pupils. All property of pupils should be clearly marked with the owner's full name. Lockers are available, on request, from the school office. Money and articles of value should not be left unsupervised in bag racks. All items of jewellery/valuables should be handed in to the class teacher during P.E. lessons.

25 Clothing Grants

Some families may be entitled to a school clothing grant of £50 per year. More information about this can be found at:

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

26 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. Contact your school for more details.

27 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.

28 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/school-transport/school-transport/>

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 - 94.7MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4

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 021010. 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 School Meals

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

- Primary 1-3 pupils are provided with school meals free of charge.
- Primary 4- S6 pupils are currently charged £2.15 for a school meal unless they qualify for Free School Meals.

For more information and how to apply for **Free School Meals**, go to:

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

For information about **school meals and menus** go to:

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

Aberdeenshire Council provides an **online payment service to pay for school meals**.

To register for online payments you will be provided with a reference number by your school for each child. Parents and carers of pupils who qualify for Free School Meals are encouraged to create an account to see meal selection histories and to pay for non-food items such as school trips and activities when that option becomes available.

The first step in accessing the online payment service is to visit Pay facility located on the Aberdeenshire Council web site home page. Alternatively you can register by following the link:

<http://www.aberdeenshire.gov.uk/schools/meals/online-payment-for-school-meals-and-other-school-payments/>

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 should be identified during the admission process. Parents and Carers are advised to complete Admission Form D which is available from the school administration office.

34 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 our Medication Policy here:

<http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Admin-of-Meds-and-Healthcare-2016.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.

35 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

36 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.

37 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 Alford Academy, tuition is provided in string, woodwind, percussion, piano, bass guitar, drumming and chanter/piping. Pupils who receive instrumental tuition in school are encouraged and expected to participate in the relevant musical group and in the annual Christmas and Summer Concerts.

For further information go to:

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

38 (S) 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/>

39 Comments, Compliment & Complaints

To reflect our commitment to working with you, it is imperative that if you have any concerns these are shared and discussed with us as a school. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion. However if you are

dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

<http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf>

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

40 Support for parents/carers

For more information on Support and Advocacy contact: KEEP

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: KEEP

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

Scottish Independent Advocacy Alliance can be reached at:

Website: <https://www.siaa.org.uk/>

Independent Mediation Services KEEP

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

41 Insurance

No insurance is held by Aberdeenshire Education & Children's 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 & Children's Services 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.

42 School Off Site Excursion Insurance

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

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. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

43 Data we hold and what we do with it.

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.

44 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.

45 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:

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

46 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.

47 Information Sharing

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

48 Freedom of Information

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

Appendix

School Improvement Plan

Please refer to the school website: <http://alfordacademy.aberdeenshire.sch.uk/>

Members of Parental Groups

Please refer to the school website: <http://alfordacademy.aberdeenshire.sch.uk/>

Stats for attainment etc

Please refer to the school website: <http://alfordacademy.aberdeenshire.sch.uk/>

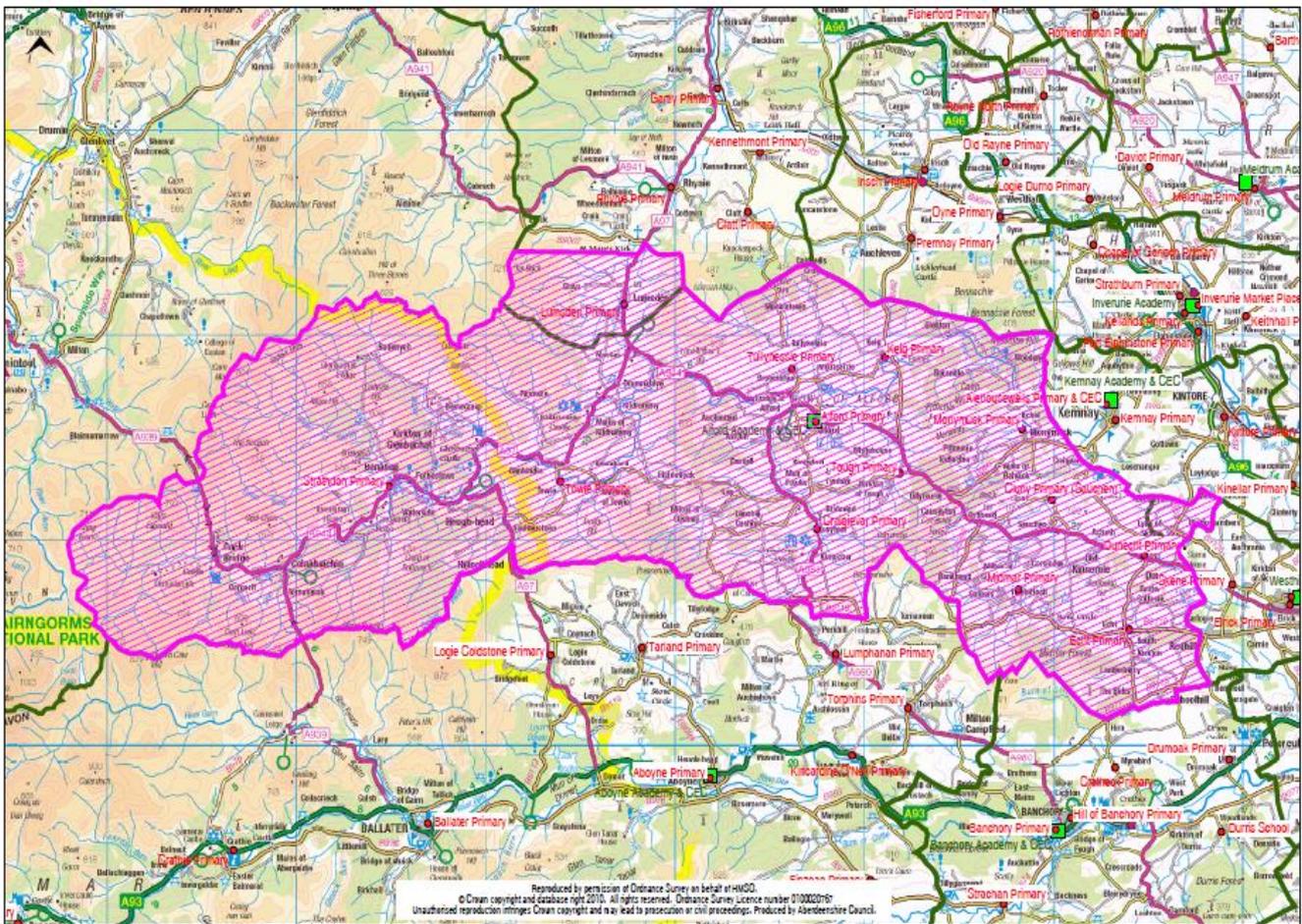
School Events Calendar & Holidays

Details of school events can be found in our Daily Bulletin (published on the blog) and school website <http://alfordacademy.aberdeenshire.sch.uk/>

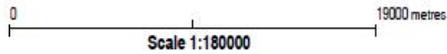
Please also find a link to the annual holiday calendar:

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>

Map of catchment area



Alford A3 PDF



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