

## **CONTENTS**

	<b>Page</b>
<b><u>General School Information</u></b>	4
Contact Information	4
The School	5
Admission & Enrolment	6
<b><u>Nursery</u></b>	7
Sessions	7
Induction	7
Access	7
Communication	7
Entry to Primary One	8
<b><u>The School</u></b>	9
The School Day	9
School Office	9
Arrival at School	9
Transport	9
Attendance & Absence	10
Emergency Closures/Adverse Weather	11
Uniform	14
Valuables	14
School Meals	14
Illness	16
Vehicles/Parking	16
<b><u>Curriculum &amp; Assessment</u></b>	18
The Curriculum	18-25
Instrumental Tuition	21
Homework Policy	24
Attainment	24
Outings/Residential Trips	25
Behaviour	26
Buddies	27
Bullying	27
Pupil Representatives	27
<b><u>Parental Involvement/Pupil Welfare &amp; Support</u></b>	28
Parent Council	28
P.T.A.	29
Health Care	29
Medical Conditions	29
Dental Inspections	30
Medication	30
Child Protection	30
Support for Pupils	31
Support for Learners	32
Educational Psychology Service	33-36
Transfer to Secondary Education	37
Transitions	37
Communication	38
Concerns and Complaints	38
Insurance	39
<b><u>School Improvement</u></b>	39
School Improvement	39

Transferring Educational Data	40
Data Protection	40
Parental Access to Records	42
<b><u>Annual Updates</u></b>	44
School Clothing Grants & Free School Meals	44
Current Staffing	45
Term Dates	46
Map of Kintore and Midmill Catchment area	47



*Dear Parent/Guardian,*

*Welcome to Kintore Primary School.*

*My name is Wilma Walker and I have been Head Teacher of Kintore Primary since August 1994.*

*Our school is set south of Inverurie in the centre of Kintore. In February 2006 we moved into our new purpose built school, which not only houses our primary classes, but also the Pre-school and Library. The school also has custom-built facilities to enhance the education of children with additional support needs. Kintore is a lively community with plenty to offer young children in the way of clubs and associations. The school has a vital role within the community and often plays an active part in village activities.*

*In Kintore School we wish to build on and extend the life-long activity of education which begins long before children begin formal schooling. In partnership with parents we hope to lay secure foundations on which your child will build his/her future. In our school every child is valued and treated as an individual. We want our school to be a safe, happy and fair place where each child is encouraged to develop as far as possible to their full potential.*

*This booklet will help you to know how our school is organised. You may find it helpful to keep at hand for future reference. I hope you enjoy finding out about Kintore School.*

*Yours sincerely*

*Wilma Walker*

**This document is available in alternative formats (Please contact the Head Teacher)**

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

## ***KINTORE PRIMARY SCHOOL INFORMATION (2016 - 2017)***

---

**NB:** It is important for all to note that this information is correct at the time of going to print (March 2016). However, such information is liable to change at any time.

**Name of School** : *Kintore Primary School*  
**Head Teacher** : *Wilma Walker*  
**Address** : *Castle Walk, Kintore, Inverurie,  
Aberdeenshire, AB51 0RU*  
**Status** : *Nursery and Primary (P1 - P7): Non-denominational*  
All Aberdeenshire Schools are Co-educational, providing education for both boys and girls.  
(This school does not teach by means of the Gaelic Language.)  
**Roll** : *640 (+ 120 Nursery)*  
**Telephone No./Fax** : *Kintore 01467 634380 (You can leave a message on this line.); Fax 01467 634381*  
**E-mail address** : [\*kintore.sch@aberdeenshire.gov.uk\*](mailto:kintore.sch@aberdeenshire.gov.uk)  
**Web site** : [\*www.kintore.aberdeenshire.sch.uk\*](http://www.kintore.aberdeenshire.sch.uk)  
**Information Line** : *0870 054 4999, School Pin number - 02 20 40*  
**Adverse weather and emergency closure - [www.aberdeenshire.gov.uk/closures](http://www.aberdeenshire.gov.uk/closures)**

**Local Area Office** : **Garioch Area Office**  
Gordon House, Blackhall Road, Inverurie  
**Quality Improvement** : **Kay Macdonald**  
**Officer** : Gordon House, Blackhall Road, Inverurie  
: *Tel: 01467 620981*

**Contact details for  
Director of Education and Children’s Services**

Mrs Maria Walker  
Woodhill House  
Westburn Road  
Aberdeen  
AB16 5GB  
01224 665420

## **OUR SCHOOL**

Kintore School, a village school situated twelve miles north-west of Aberdeen, serves to provide primary and pre-school education for the local area. Despite recent population growth there is still a village atmosphere with a strong sense of community.

The School has sixteen classrooms, two General Purpose Rooms and extensive Pre-school and Special Needs accommodation. Two further classrooms are available for children with Additional Support Needs. Six additional relocatable classrooms are now sited in the rear playground. We have excellent games hall facilities which can also be used for concerts etc. The smaller games hall provides dining facilities during the day. In the school grounds we have an adventure playground, an area for a wildlife garden and an all-weather, floodlit sports facility.

In August 2015 the school roll stood at 645 pupils. The nursery enrolment stood at 120 for the end of the session. The school provides education for children aged 3 -12 years i.e. ante-pre school nursery – P7. Teaching staff consisted of the Head Teacher, three Deputes, a Principal Teacher (for the cluster) and 26 class teachers. Pupils with Additional Support Needs receive small group teaching and classroom support from teachers of Support for Learning. Specialist teachers support the teaching of ICT, Music, P.E., Drama, French and German and Science.

Our teaching team is ably supported by a number of ancillary staff such as Pupil Support Assistants, Nursery Nurses, school administrator and reception staff. The building is managed by Robertson Facilities Management (RFM) which also provides janitorial and cleaning staff.

Community links are a valued part of school life and the school has an active PTA and Parent Council; both bodies ably support the school and its role in the community. The school is divided into 4 Houses, each represented by 2 House Captains and 2 Vice Captains. Pupil views are also heard through Class Representatives, Junior Road Safety Officers and Eco Schools committee and Rights Respecting Schools Representatives. Strong links exist between the school and the community i.e. Kintore Church and local businesses.

HMIe carried out inspections of the school and nursery (February 2013); both reports reflected very favourably on the school, the parents and the community. We are constantly striving to improve the learning opportunities provided for the pupils in the school.

The school has been awarded its third Green Flag for Eco Schools, has achieved Level 1 for Rights Respecting Schools, has a John Muir award, has achieved a Social Enterprise award and has also been recognised as a Bird Friendly School.

The school operates its budget in line with Aberdeenshire Authority Guidelines following consultation with staff and relevant parent bodies.

Currently a second school (Midmill School) is being built in Kintore and is due for completion in January 2017. A map of the zone for Midmill School can be found at the end of this document and further information on the new school can be found on the Aberdeenshire council website [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) or the Kintore School website – [www.kintore.aberdeenshire.sch.uk](http://www.kintore.aberdeenshire.sch.uk)

## **VISITS OF PROSPECTIVE PARENTS**

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

## **ADMISSION AND ENROLMENT**

### **NURSERY ADMISSIONS**

Every child is entitled to a free part-time education place at the start of the term following their third birthday.

Children in their immediate pre-school year who live within the Kemnay cluster area and also the catchment area for Hatton of Fintray School are eligible to attend Kintore Nursery.

There are 120 places available in Kintore Nursery. Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional needs in accordance with the Children Scotland Act. Health & Social Services usually identify these children and put forward applications to a multi-agency panel that considers each case in terms of need. Where a child is unsuccessful in gaining a place at Kintore Nursery, an alternative provision will be offered in accordance with Aberdeenshire Council Policy.

Information regarding enrolment is publicised in the local press early in the calendar year and communicated to parents through the school bulletin. For further information go to [www.aberdeenshire.gov.uk/parentscarers/pre\\_school/index.asp](http://www.aberdeenshire.gov.uk/parentscarers/pre_school/index.asp)

Pupils who attend our nursery department are taught by appropriately qualified staff who are registered with their professional bodies. All settings adhere to Care Inspectorate guidelines and therefore follow the Care Inspectorate Standards as well as the Curriculum for Excellence.

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

### **PRIMARY ADMISSIONS**

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

[www.aberdeenshire.gov.uk/parentscarers/information/choosing.asp](http://www.aberdeenshire.gov.uk/parentscarers/information/choosing.asp)

Parents of children joining the school in classes other than P1 or in the middle of a school session should contact the head teacher who will agree a start date for the child and make arrangements for the parents and child to visit the school.

### **School Zone**

A map showing the school zone/catchment area is included at the back of this booklet. Please note that children who live within the school catchment zone are automatically entitled to a place in school. Please use the zone map to check whether or not you live within the Kintore School catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to seek admission to the school. The main point to note is that out of zone admissions are not guaranteed and pupils out of zone are not entitled to free transport. They are also not guaranteed a place at Kemnay Academy and parents would need to submit a further placing request before transition to S1.

Further information is available in *Notes for Parents Aberdeenshire Council* <http://www.aberdeenshire.gov.uk/parentscarers/information/notes.asp>

## **THE NURSERY**

We have a purpose built, bright area for our nursery classes with ample space for a range of activities. There is a specific outdoor area for nursery pupils, which is securely fenced off and has a child friendly surface. The nursery pupils also have access to the school's Astro Turf, adventure playground, school playground and wildlife garden. Inside the building nursery pupils also have the use of the gymhalls, art and science room, music room and access to the public library.

## **NURSERY SESSIONS**

Your child will be allocated a place in one of the following sessions at Kintore:

Session 1: Monday, Tuesday, Wednesday mornings  
Thursday, Friday afternoons

Session 2: Monday, Tuesday, Wednesday afternoons  
Thursday, Friday mornings

Morning sessions are from 8.30a.m. – 11.35a.m. (Arrival between 8.30 and 9.00, collection between 11.20 and 11.35)

Afternoon sessions are from 12.15p.m. – 3.25p.m. (Arrival between 12.15 and 12.30, collection between 3.10 and 3.25)

## **NURSERY INDUCTION**

When you have accepted a place in Nursery, you and your child will be invited along for a chat and a look around. The school staff will make every effort to get to know your child before they start.

There will be an evening meeting for parents in either May or June where you can meet the staff and find out how the nursery runs.

Children are admitted to nursery in small groups over the first two weeks of the autumn term. This helps the children settle in happily, and lets the staff get to know the children.

## **NURSERY ACCESS**

Nursery parents are asked to use the nursery entrance (to the left of the main school entrance) and should park in the main car park carefully to avoid blocking disabled spaces or emergency access. Please be punctual and let us know if your child is being collected by an adult that is unknown to us.

We ask you to sign your child into nursery and re-sign on collection to avoid any errors. Please do not bring dogs in to the school grounds or tie them up outside the building as this can be very intimidating for young children.

## **NURSERY COMMUNICATION**

Whenever possible, nursery staff will talk about your concerns and answer questions at any time as things arise. However, if they are busy, they will arrange a suitable time to meet with you.

School newsletters and bulletins will be given to nursery parents, providing information on events and school life in general. These are also available on the school website. Outside the nursery there is a whiteboard which is updated daily to let you know what children will be doing in nursery.

You will also find copies of policies, curricular plans and nursery procedures at the signing in point.

A copy of the snack menu for the coming week is displayed at the nursery door.

## **NURSERY PROFILES**

All nursery profiles have a personal profile where their learning is recorded. The profile

is a work in progress as it is added to throughout the year as each child makes progress in their learning. There are frequent opportunities for children to share their profile with their parents and for parent and child to contribute to it.

### **WHAT SHOULD MY CHILD WEAR?**

Clothes should be as simple and comfortable as possible, allowing your child to be independent when going to the toilet. We encourage children to wear the nursery sweatshirts which can be purchased from D.F.S. in Inverurie.

Soft shoes are required on the days that the children are going to use the school gym hall. Apart from then children will normally be expected to keep their outdoor shoes on so they can freely access the outdoor play area.

### **CAN YOU PLEASE PROVIDE**

- ◆ A named shoebag – for outdoor shoes when your child has to change their shoes for gym. Please note that coat-pegs should be cleared at the end of each session.
- ◆ An outdoor jacket and shoes – pupils will often be taken out for walks and outdoor activities, sometimes without prior warning, and should have the appropriate clothing. Please name everything!
- ◆ A box of tissues and roll of kitchen towel – we seem to need an endless supply of these. It makes a huge difference if you can support us.
- ◆ £2.50 each week for snack money – please note that this should be paid even if your child is absent. This can be paid either termly or annually.

### **WHAT CAN I DO?**

Partnership between you as parents and the nursery staff is the key to a happy and fulfilling time for your child at nursery. This will be just as important when your child moves into Primary 1.

Parents and carers are welcome in the nursery. If you have a particular interest and skill and would like to share it with us, please let us know.

Parent workshops on aspects of literacy and numeracy will be held throughout the session and children will have access to Active from the Start Packs, Learning Packs and Talking Boxes throughout the year.

Please let us know of any worries or queries you may have and we will do the same. There will also be parent/teacher interviews throughout the session and a nursery profile that you will have access to.

### **ENTRY TO PRIMARY 1**

As this is another big event in your child's life we try to ensure an easy progression from nursery class to Primary 1. During the last term in nursery children will visit their new classrooms and, if possible, meet their new teacher. The teacher will also, if possible, visit the children in nursery.

# **THE SCHOOL**

## **THE SCHOOL DAY**

The present arrangements for school times and term dates are listed below.

<b>School Day P1, 6 &amp; 7</b>	Morning session	9.00 -12.05 (Interval 10.20 – 10.35)
	Lunch	12.05 – 12.50
	Afternoon session	12.50 – 3.00
<b>P2 &amp; 5</b>	Morning session	9.00 – 12.20 (Interval 10.40 – 10.55)
	Lunch	12.20 – 13.05
	Afternoon session	13.05 – 3.00
<b>P3 &amp; 4</b>	Morning session	9.00 – 12.35 (Interval 10.40 – 10.55)
	Lunch	12.35 – 13.20
	Afternoon session	13.20 – 3.00

## **THE SCHOOL OFFICE**

The school office is open from 8.30 a.m. – 3.30 p.m. Monday to Friday.

The school has an answering machine for leaving messages. All messages are collected by 9.00 a.m. each morning. Where a response is required, we aim to do this as soon as possible

Any visits to the school in person should be made through the main entrance. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

If no one is in the office, there is a bell to ring for attention.

## **ARRIVAL AT SCHOOL**

Pupils should not arrive too long before the start of the school day as the playground is not supervised in the morning before 9 a.m.. Parents should not enter the school playground at this time unless invited to do so by a member of staff.

Pupils who arrive by official school transport before 9.00 am will be met by a member of staff and escorted to the school playground.

Pupils who arrive late must enter school by the front door, accompanied by a parent/guardian who should sign the child in.

Please do not bring dogs in to school grounds or leave them tied up outside school. Even when tied up many children find dogs intimidating.

## **TRANSPORT**

If you live outside a designated distance, and within the school zone, your child is entitled to free transport from the Education Authority. Application forms are available from the school office. Please note that only those children who are entitled to and have been granted free transport are allowed to use the bus.

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.

## **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 Headteacher in conjunction with the Early Years Quality Improvement Manager. The Early Years QIM can be contacted on – 01224 664400 for further information.

## **AFTERNOON DISMISSAL**

On dismissal, children should not remain on the school premises but should proceed home unless instructed otherwise by their parents. Should a lift or person normally collecting children from school fail to arrive within a few minutes the child should come back into the school and inform a member of staff. If a parent or person collecting the child anticipates being late in arriving they should inform the school as soon as possible.

## **ATTENDANCE**

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

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

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

### **Attendance and Absence Procedures**

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

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

### **Unplanned Absence**

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

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

- If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.

- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

### **Planned Absences**

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams. The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must request permission from the Head Teacher. On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your child's education. For annual **holiday dates** for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) schools information, term and holiday dates.

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

Parents of all school-age children must adhere to the law and ensure that their children attend school on a regular basis. We would request that all parents telephone the school to inform us of any absences. If no information explaining the child's absence is received parents will be contacted by text message to enquire as to the reason for the child's absence. When children return to school, after an illness or other absence, they should bring with them a **dated** note, signed by their parents, explaining the reason for the absence.

The school is required to report any prolonged absence of an unexplained nature to the Area Education Officer.

### **Communicable/Infectious Diseases**

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

### **ADVERSE WEATHER**

In the event of storm conditions the school will remain open where possible. Sometimes, however, children have to be sent home early. Therefore, parents should ensure that the school has up-to-date emergency contact information, including all phone numbers.

Arrangements for emergency closures are outlined in the annual safety bulletin issued around October. Information regarding the closure of the school can be accessed on Aberdeenshire Council's website at [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) or on the school's Information Line 08700544999, P.I.N. No 022040. In the event of unexpected changes parents will normally be contacted via a text message.

## **ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES**

### **School Closure Due to Bad Weather or Other Emergency**

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

### **PARENTAL ROLE**

#### **We would like you to:**

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

#### **Also:**

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

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

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

#### **When will schools be closed?**

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

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

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

## **Nursery, Primary and Special Schools**

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you. 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.

## **FURTHER INFORMATION**

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

### **Northsound 1**

FM 96.9Tel: 01224 337000

### **Northsound 2**

MW 1035 kHz

### **BBC Radio Scotland**

FM 92.4 - 94.7MW 810 kHz

### **Moray Firth Radio**

FM 97.4 MW 1107 kHz

### **North East Community Radio**

FM 97.1 - 106.4Tel: 01467 632878

### **Waves Radio**

FM 101.2Tel: 01779 491012

### **Original 106 FM**

Tel: 01224 293800

**Twitter** - <http://twitter.com/aberdeenshire>

**Aberdeenshire Council Website** - [www.aberdeenshire.gov.uk/closures](http://www.aberdeenshire.gov.uk/closures)

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

[www.aberdeenshire.gov.uk/alerts/index.asp](http://www.aberdeenshire.gov.uk/alerts/index.asp)

## **School Information Line**

Tel: 0870 054 4999 then 022040. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

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

Public Transport Unit (9am – 5pm) 01224 665194

Education Offices (9am – 5pm)

Inverurie – 01467 620981

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

### **Contact Details**

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

## **UNIFORM**

The wearing of uniform in the school colours of wine and sky blue is encouraged at all times. A list of items recommended to parents is given below.

<b>Girls</b>	pinafore, skirt, trousers blouse, polo shirt school sweatshirt shoes	black, grey or navy sky blue, white or wine wine brown, black
<b>Boys</b>	trousers, shorts shirt, polo shirt school sweatshirt shoes	black, grey or navy sky blue, white or wine wine brown, black

School sweatshirts etc. can be purchased from D.F.S. in Inverurie.

Children do not normally change out of their outdoor shoes in the classroom unless these shoes are particularly wet or they are wearing wellingtons that day. The wearing of trainers, outwith games or sports activities, is discouraged.

***Some families may be entitled to a school clothing grant. More information about this can be obtained from the school.***

## **P.E. CLASSES**

We would ask that all pupils have a gym kit with them everyday in school as occasional last minute changes to timetables may mean their usual gym slot has to be changed. Pupils will be encouraged to take their gym kit home every Friday for washing. A list of recommended gym kit is given below.

Shorts, T-shirt, gym shoes (slip-ons or Velcro fastening for young children, please).  
We prefer pupils not to wear football strips.

It is easier if gym kit is kept in a proper kit bag. The school has supplies of these which can be purchased from the school office. The school also has supplies of Book Bags which are very useful for protecting school reading books, library books and homework.

## **VALUABLES & IDENTIFICATION OF BELONGINGS**

It is obviously to the benefit of all concerned (pupils, parents and teachers) that pupils' belongings are clearly marked with the pupil's name. This particularly applies to items such as gym shoes, wellingtons, anoraks, etc. and in the Infant Department where children sometimes have difficulty in identifying their belongings. Should a child arrive home without a certain item or with the wrong item, parents are requested to contact the school. Access is normally available most evenings.

We would request that pupils do not bring valuable items to school e.g. expensive jewellery, electronic equipment, mobile phones etc.

Despite the above, children frequently lose articles of clothing, footwear, etc. A box of lost property is kept in the front entrance hall and unmarked items will be placed there. Because of pressure of space this box will normally be emptied monthly and unclaimed items will be sent to a charity collection.

## **SCHOOL MEALS**

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

Attractive menu and information leaflets are provided to all Aberdeenshire school pupils

and parents. These can also be found by following the links below.

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

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

There are also 2 Q.R. (Quick Response) Matrix codes for the School Meals Service

Main Page:

Primary and Special Schools:



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

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

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

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

At present all pupils in Primary 1 to 3 are entitled to free school meals. Some other pupils may also be entitled to free school meals. More information about this can be obtained from the school.

We operate a cashless catering system for school meals. To sign up for this parents should visit the Aberdeenshire Council website at [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) and choose "Pay" from the list of online services, then select "School Meals". At this point you select "Register" if you are a new user and you will be instructed as to how to set up your account. Any parent who is in a position to claim free meals may do so by contacting the Benefits Section on 0845 08 01 49. Parents who wish to discuss special diets for medical or religious reasons are welcome to do so.

## **LUNCHTIME**

Children are encouraged to enjoy the fresh air during lunch time and morning intervals. Children do not have access to their classrooms at playtime and lunchtime but have access to the toilets.

***Whenever possible children will be outside at break times and only in cases of particularly bad weather will they be kept indoors. We, therefore, ask that children always come with a suitable jacket etc for outside play.***

In very bad weather pupils will remain in their classes, where they are supported by senior pupils under the supervision of Pupil Support Assistants. Parents should note

that we are unable to provide constant supervision of all classrooms. Children who go home for lunch should not return to school until just before the bell.

### **PLAYGROUND SUPERVISION**

Children are supervised in the playground by Pupil Support Assistants during morning break and during the lunchtime period, once the children have eaten their meal.

### **ILLNESS**

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

### **Head lice**

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

### **Asthma Inhalers**

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

### **VEHICLES IN THE VICINITY OF THE SCHOOL**

Children should always cross with the 'School Crossing Patrol' and take care when walking along the main road. Parents are requested not to park on the main road where they may cause an obstruction.

The school car park is to the front of the school building and parents are requested to park there and accompany their child across the road to the school playground. There is a turning circle at the end of the entrance road which must be kept clear at all times as this is the access road for residents of the adjacent houses. **On the entrance road there is disabled parking and a bay for buses and taxis, both of which must be kept clear to allow school transport buses and taxis to park. Only drivers with a clearly displayed disabled sticker may park in the disabled parking.** Please refrain from using the area of the car park that is designated for the bowling club. The school has a Travel Plan which details the school's aims for reducing traffic and making school access safer. Copies of this can be obtained from the school.



## OUR AIMS

**In Kintore we are all**

**R**esponsible  
**E**nthusiastic  
**A**marzing  
**C**onfident  
**H**onest  
**I**maginative  
**N**on-judgemental  
**G**rateful

**For the st ★ rs!**

# **CURRICULUM & ASSESSMENT**

## **Curriculum for Excellence**

Curriculum for Excellence is in place across Scotland for all 3 – 18 year olds- wherever they learn.

## **Principles for Curriculum Design**

Schools and learning communities in Aberdeenshire apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context. Those principles are:

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

## **Curriculum Entitlements**

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

- A coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

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

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

- Expressive arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and moral education
- Sciences
- Social studies
- Technologies

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

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

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

## **School Policies**

School policies have been updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies.

## **The Curriculum for Excellence is structured into different levels.**

**Early** The pre-school years and P1, or later for some.

**First** To the end of P4, but earlier or later for some.

**Second** To the end of P7, but earlier or later for some.

S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.

**Third and**

**Fourth**

The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

**Senior**

**phase**

S4 to S6, and college or other means of study.

## **Arrangements for Pupil Choice and their Involvement in What and How they Learn**

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

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

Further information about Aberdeenshire's curriculum framework can be found at [www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf](http://www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf)

Further information about Curriculum for Excellence can be found at [www.educationscotland.gov.uk/thecurriculum](http://www.educationscotland.gov.uk/thecurriculum)

## **LITERACY (including Modern Languages)**

We recognise that language is at the heart of children's learning. Through language they receive knowledge and acquire skills. Language enables children to communicate with others effectively for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. Language is central to children's intellectual, emotional and social development and has an essential role across the curriculum. We concentrate on developing four main areas – Listening, Talking, Reading and Writing.

From time to time we hope to run workshops for parents in support of their child's language development.

Reading is one area where parents and school can work closely, helping the child to develop reading skills and fostering the desire to read for pleasure.

The Scottish Government's policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards.

Additionally, each child should have the right to learn a second modern language from P5 onwards. The policy should be fully implemented across the country by 2020.

### **MATHEMATICS & NUMERACY**

Mathematics is the study of properties, relationships and patterns in number and shape. Numeracy is a subset of Mathematics but it also permeates all areas of learning. Confidence in Mathematics and Numeracy will allow pupils to solve problems, interpret and analyse information, make informed decisions and function responsibly.

At Kintore School, we help pupils to encounter mathematics and numeracy through practical activities, problem solving, computation, including mental agility, and the use of computers and calculators.

Work in other areas of the curriculum also contributes to a mathematical education - for example, in Technologies and Science, or in activities which contain a mathematical aspect.

PRACTICAL EXPERIENCE and PROBLEM SOLVING provide the children with opportunities to gain insights into mathematics and numeracy and add a meaningful dimension to the computational skills they acquire in other more formal activities. Mental agility and strategies are practised from the early stages.

### **HEALTH & WELLBEING**

Throughout all of school life children are learning the knowledge and skills to help them make correct choices in order to be able to pursue a healthy lifestyle. The emphasis is on promoting mental, emotional, social and physical health and wellbeing now and in the future. This approach permeates all subjects but at times there will be specific lessons to tackle particular subjects e.g. relationships, substance misuse.

The Schools (Health Promotion and Nutrition) (Scotland) Act builds on the previous work of Health Promoting Schools and Hungry for Success.

In summary, the Act:

- Places health promotion at the heart of a schools' activities
- Ensures that food and drink served in schools meets nutritional requirements specified by the Scottish Ministers by regulations
- Ensures local authorities promote the uptake and benefits of school meals and, in particular, free school meals
- Reduces the stigma associated with free school meals by requiring local authorities to protect the identity of those eligible for free school meals
- Gives local authorities the power to provide pupils with healthy snacks and drinks, either at a cost or free of charge
- Requires local authorities to consider sustainable development guidance when they provide food or drink in schools

### **ECO SCHOOL**

The school is registered as an Eco School and now has its third Green Flag. A committee of staff and pupils and any other interested parties exists to coordinate the work of the school. This involves addressing the issues of litter, recycling, conserving energy and providing resources such as a wildlife garden.

### **SOCIAL STUDIES**

The framework for Social Studies consists of three components for the organisation of knowledge, understanding and skills. These components are:

**People, past events and societies**  
**People, place and environment**  
**People in society, economy and business**

In Kintore School we often study the above areas through a theme. Through these thematic contexts other areas of the curriculum such as language, mathematics and the creative arts are also developed. In line with National Priorities we facilitate and encourage opportunities for Enterprise throughout the school.

Emphasis is placed on teaching and learning in, about and through Aberdeenshire in order that pupils gain an understanding of their own society as well as the world and Scotland's place in it.

We encourage field trips, visits to local businesses and the welcoming of visitors to talk to classes. An appreciation of, and a responsibility for our environment is highlighted, particularly in developing our new wildlife garden.

### **SCIENCE**

In Kintore School the study of Science will often be part of the study of a particular topic or theme. In Science pupils will be investigating their environment through observation, exploration, investigation and recording. Pupils will be working towards an understanding of the big ideas and concepts in Science.

### **TECHNOLOGIES**

Through Technologies pupils will be learning life skills that will enable them to be informed, skilful, adaptable and enterprising individuals. The teaching and learning of technologies skills, knowledge and understanding will take place through creative, practical and often work-related activities. These activities will include craft, design, graphics, textiles, food and I.C.T.

### **EXPRESSIVE ARTS**

The elements of Art, Drama, Music and Movement allow each child to explore the world through feelings and emotions, and in a creative way by painting, model making, singing and music making.

We particularly enjoy staging concerts and informally sharing performances where art, music, dance and drama skills can be shared with parents and the community.

We regularly have other Expressive Arts specialists who provide extra tuition in Music and Drama.

### **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:

[www.aberdeenshire.gov.uk/parentscarers/informatio/music\\_service](http://www.aberdeenshire.gov.uk/parentscarers/informatio/music_service)

### **SENSITIVE ASPECTS OF THE CURRICULUM**

#### **Spiritual, Moral, Social and Cultural Values**

##### **The Development of Pupils' Values**

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

Our school welcomes and encourages diversity and individuality, whilst emphasising our common commitment to moral values such as honesty, respect for others,

compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at [www.aberdeenshire.gov.uk/about/equality.asp](http://www.aberdeenshire.gov.uk/about/equality.asp)

### **RELIGIOUS and MORAL EDUCATION**

At Kintore School we try to foster a caring attitude to others and every child is encouraged to reflect on the world around him or her in a broadly based Christian context but also to be aware of the diversity of religious expression throughout the world.

Our School Chaplain and Youth Worker are available to work with individual classes and will occasionally participate in, or lead our weekly assemblies. From time to time parents are invited into school to share in our assemblies or to help in projects where we raise funds to support those less fortunate.

**Please note that parents are entitled to have their child(ren) withdrawn from Religious Education.**

### **RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD**

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

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

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

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

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

#### **Nursery – P4**

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

#### **P5/6/7**

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

- Role of a parent/carer

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

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

## **ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION**

### **Parents/carers/guardians**

#### **School**

- Building supportive and positive communication with parents.
- Encouraging parents to view the teaching and resource materials.
- Dealing with parental concerns.
- Providing staff with appropriate training and support.
- Actively seek parents' support through activities such as:- homework tasks, questionnaires, training, workshop and information sessions.

#### **Using Appropriate Language**

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

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

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

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

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

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

## **DRUGS EDUCATION/SUBSTANCE MISUSE**

### **The Aims of Substance Misuse Education**

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in Aberdeenshire's Curriculum Framework 3-18. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.
- At Kintore School programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.

### **HOMEWORK POLICY**

At Kintore School we recognise that homework is a vital link between home and school and is one way to cement true partnership.

Reading homework is allocated to all pupils at all stages although the frequency and amount of work will naturally differ. Written assignments in number, language and research are also given. This could take the form of a weekly assignment. Copies of the homework policy are available from the school and on the website. Information on homework is sent home termly from class teachers.

### **ATTAINMENT**

**Pupil progress is constantly tracked and monitored as the child moves through the school. Standards of attainment are reviewed in line with the government initiative concerning the raising of standards.**

### **ASSESSMENT & REPORTING**

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

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

Formative Assessment includes :

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

Reports will reflect their progress within and through the level. The focus is no longer on how fast learners progress and achieve the levels since this can lead to superficial approaches to learning. Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of 'how much' and 'how well' learning takes place, as well as a learner's rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge.

It acknowledges that children and young people progress and achieve in different ways and at different rates.

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

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources.

All Aberdeenshire schools are using PIPS standardised assessments (Performance Indicators in Primary Schools) in P1 and InCAS standardised assessments (Interactive Computerised Assessment System) in P3, P5 and P7. These assessments provide Quantitative Data to support other sources of assessment evidence to provide the fullest picture of progress in learning for individual children and within schools.

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

Kintore School has been part of an on-going pilot project on the reporting process. Reporting to parents is a mixture of written reports, samples of pupil work being sent home, pupil, teacher & parent learning conversations and showcase events. From time to time there may also be workshops, open afternoons and other events.

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

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

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

### **OUTINGS/RESIDENTIAL TRIPS**

In the course of the school session, outings are planned on an educational/recreational basis. Supervision is provided by staff members and/or parent volunteers to standards laid down in Regional Policy. Where transport is involved, parents are often requested to contribute towards its cost.

Parents are, however, informed when their children are scheduled to participate in an outing which involves transport.

Where possible we try to ensure that senior pupils have the opportunity to take part in a residential trip.

### **INSURANCE FOR TRIPS**

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).

## **BEHAVIOUR**

At Kintore School we aim to create a caring, ordered environment where pupils and staff feel happy, safe and supported. To do this the school takes a positive approach to all aspects of discipline in and around the school by encouraging and rewarding good behaviour. We try to develop a sense of purpose and enjoyment in the children, to promote their self-confidence, self-respect and self-esteem in the experiences we provide; we encourage positive attitudes towards self, others and the world about us to help them realise that these are as important as intellectual achievement.

### **OUR RULES** (as shared with the pupils)

**Show respect**

**Do their best**

**Work together**

**Be positive**

**Behave safely**

### **REWARDS**

As a school we encourage good behaviour through regular class 'Circle Times' where pupils can problem solve by sharing uncertainties as well as celebrating success. Several times a year we also run a whole school Excellence Time once a week, which gives all pupils an opportunity to learn new skills or develop existing ones, whilst sharing time with pupils from other classes and staff they don't normally encounter. If misbehaviour has occurred a pupil may lose Excellence Time and in those circumstances they would spend their Excellence Time with a member of promoted staff, when they would be encouraged to reflect on their misbehaviour and how they can improve in the future.

### **SANCTIONS**

From time to time a child may not respond to the school's attempts to help them behave better. To help all concerned we have sanctions which we may need to apply. Where possible we try to respond positively and convince the child that it is the behaviour we dislike, not the child.

The whole point of applying sanctions is to try and change any inappropriate behaviour. In all instances the child has to be aware of what is wrong and must be given the chance to discuss the situation and explore possible alternative behaviour. To this end we have a hierarchy of sanctions to deal with persistent misbehaviour. This hierarchy is followed by all school staff, both in the classroom and in the playground. Misbehaviour will be dealt with as follows-

- 1. Formal, recorded verbal warning**
- 2. Time Out**
- 3. Think Sheet – completed in school and to be signed by parent**
- 4. Loss of 15 mins Excellence Time and Think Sheet**
- 5. Loss of all Excellence Time and Think Sheet (administered by S.M.T.)**

Unprovoked verbal and physical aggression will normally result in Level 5. Severe indiscipline or acts of vandalism will immediately be brought to the attention of promoted staff.

The class teacher may also use other forms of discipline to deal with small incidents in the classroom. These could be;

- reprimand pupil; pupil apologise
- move or isolate within room
- withdrawal of privileges (loss of playtime, part of lunchtime, exclusion from extra-curricular activities)
- written apology, normally requiring a parent's signature

It is important to stress that we see the child's whole development and welfare as the responsibility of both home and school and each must support the other in the best interests of the child.

In cases of extreme behavioural difficulties, parents will be asked for permission to refer the child to psychological services.

### **BUDDY SYSTEM**

The school also operates a "buddy" system whereby senior pupils help out with the younger children in the playground and during wet days in the classrooms. P6 pupils are encouraged to apply for the position of buddies during the summer term and will visit the Nursery to become acquainted with the new P1 entrants. They work in teams on a rota basis but are always supervised by an adult.

### **BULLYING**

Bullying can be defined as.....

"the continuous, wilful act to hurt another person or put him/her under stress".

These acts fall into five categories: physical, verbal, gesture, extortion and exclusion. In almost every case of bullying there is an imbalance and abuse of power. Bullying thrives on secrecy. Within the ethos of Kintore School we hope that a child will have the security and confidence to approach any member of staff, teaching or ancillary, and be assured of support should any incident occur to him/herself or a peer.

Every child and incident should be treated individually and the label 'bullying' never applied lightly.

The school's policy on bullying is available on request and is also displayed on our website.

### **PUPIL REPRESENTATIVES**

There are a number of ways in which pupils in the school can contribute to the running of the school and the decisions surrounding this. Each year pupils from P3 – P7 are elected as class representatives. They meet regularly with the Headteacher to discuss matters of concern to pupils and give pupil feedback on activities within the school.

Eco Committee members are elected from pupils in P4 – P7. They meet with the designated staff member (normally one of the Depute Headteachers) to audit the school on Eco/Health matters and draw up and maintain and monitor the action plans to ensure the school maintains its Eco Schools Scotland Green Flag.

Junior Road Safety Officers are elected from Primary 6 and 7 pupils and help to promote road safety, the Walk to School initiative and are responsible for contributing to the updates of the school Travel Plan.

The school is divided into 4 Houses and Captains and Vice Captains are elected annually for these from P7 and P6 respectively. They are responsible for helping organise any House activities and supporting, motivating and encouraging the members

of their House.

The school is currently working towards Level 2 of Rights Respecting School status and a number of pupils from P3 – 7 are assisting in planning and coordinating this work.

## **PARENTAL INVOLVEMENT, PUPIL WELFARE AND SUPPORT**

### **PARENT REPRESENTATION**

#### **PARENT COUNCILS**

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

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

#### **Parents can support learning at home through:**

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

2. **Home/School Partnership:**

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

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

3. **Parental Representation:**

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan

- They can comment upon and add to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting the Parent Council Chair or the Head Teacher or by clicking on the link below:

<http://www.aberdeenshire.gov.uk/consultations/files/3C6AEC305BBB4D88802576CE00549127/Parental%20Involvement%20Strategy.pdf>

### **P.T.A.**

The P.T.A. acts to fundraise and provide social events for the parents, pupils and staff of the school. Over the last few years the P.T.A. has raised enough money to install interactive whiteboards in every classroom, provide resources for the garden and playground and buy a new reading scheme for the school amongst other things. Meetings are normally held every 4 to 6 weeks and are open to all parents. Help is always welcome for running events.

## **HEALTH AND SAFETY**

### **HEALTH CARE**

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

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

#### **Primary 1**

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

#### **Primary 7**

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

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

### **MEDICAL CONDITIONS**

Parents are requested to inform the school of any significant medical condition so that staff can be made aware and any precautionary steps taken. Should a child require regular long term medication or assistance for a diagnosed condition a Care Plan will be drawn up which will detail the condition and how it is to be dealt with in school. The Care Plan will be kept in the child's classroom in a confidential file but will also be available in the medical room so that all relevant members of staff can have access to it.

### **How can Parents Help?**

1. Contact the school if you are worried about any aspect of your child's health, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Nurse enormously.
3. If you are offered a health interview, please keep the appointment or request an alternative.

4. If you feel that a problem has not been solved, please let us know.

### **THE PROGRAMME OF ROUTINE DENTAL INSPECTION OF SCHOOL CHILDREN**

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

### **MEDICATION**

Should a child require a course of medicine but is still well enough to attend school we would request that parents make arrangements for the medicine to be given at home by requesting that the G.P. prescribe a course of medication which can be given outwith school hours or have someone come to school at a break time to administer the medicine to the child. We are normally not able to administer short term courses of medication. Should this cause any difficulties please contact the school to discuss the matter.

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

### **ACCIDENTS**

In any establishment where a number of young people are together, it is inevitable that accidents will occur from time to time.

For the treatment of minor injuries e.g. grazed knees and hands, adequate first-aid materials are available in school. When a child receives a knock on the head a letter is sent home with the child outlining the details and time of the incident.

For more serious injuries necessitating immediate medical treatment, parents will be informed (or an emergency contact, if parents are unavailable) and, if necessary, the child's doctor or an ambulance will be contacted.

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

### **CHILD PROTECTION**

"All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount".

**Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.**

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

**It is everyone's job to ensure that children are kept safe.** Schools are required to report any suspected child abuse to appropriate services such as Police Scotland and Social Work.

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

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

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

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

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

The school and ask to speak to the head teacher or a senior member of staff;

Police Scotland by dialling 101 (This number is in operation at all times)

or

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

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333

## **SUPPORT FOR PUPILS**

### **Getting It Right For Every Child (GIRFEC)**

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

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

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

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

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

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

The eight wellbeing indicators are:

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

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has to make sure that an education improvement plan with the child and family was meeting all the child's needs).

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

<http://www.aberdeenshire.gov.uk/about/departments/girfec> everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals

### **Key Adult**

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

## **SUPPORT FOR LEARNERS**

### **Additional Support for Learning**

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. Some children may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty. In Aberdeenshire we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include; educational psychologist, school nurse and doctor, family support workers, speech and language therapists, pupil support workers, police liaison officers and our support for learners' teacher. Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these

children might also need additional support to reach their full potential.

## **Educational Psychology**

Educational Psychologists contribute to the development of high quality education and improving outcomes for all children and young people in many different ways:

- Improving life chances for children, young people and families at risk;
- Working to ensure Aberdeenshire's children have the best start in life and are ready to succeed;
- Supporting Aberdeenshire's young people to become successful learners, confident individuals, effective contributors and responsible citizens;
- Contributing to the implementation of a Curriculum for Excellence;
- Supporting Aberdeenshire to develop more and better employment opportunities for all.

## **What do Educational Psychologists do?**

The Educational Psychology Service (EPS) works at 3 levels: child and family, establishment and authority. Within each level of work, Educational Psychologists (EPs) have five core functions:

1. **Consultation** involves working collaboratively with the people most closely involved with a particular issue. The aim is to explore the issue(s) and to collectively generate workable solutions;
2. **Assessment** may involve direct or indirect work with the child/young person. Direct assessment tools include observation, analysis of work, questionnaires, curriculum based assessment, dynamic assessment, checklists and scales. Indirect assessment is based on an analysis of information gathered in consultation with those most directly involved with the individual or issue (e.g. parents, school staff, other professionals);
3. The purpose of an assessment is to inform future **intervention**. An intervention is a strategy designed to overcome barriers to learning. A group, class or whole-school intervention may stem from work originating at an individual level. Planning interventions is an important part of consultation. In some cases the psychologist may be involved in the implementation of an intervention;
4. Psychologists provide **training** for children and young people, parents, teaching staff and other professionals on a variety of topics. They also identify training needs within the education authority, provide advice on training content and delivery, and evaluate training programmes. Training can take the form of workshops, presentations and ongoing professional development;
5. Psychologists carry out **research** projects. This may involve action research, evaluations and literature reviews on issues related to learning and teaching. Research findings are disseminated to relevant stakeholders (e.g. other Educational Psychologists, parents, teachers, other professionals).

## **How do Educational Psychologists become involved?**

During planned visits to schools, the Educational Psychologist meets with staff to discuss whole-school and class issues and how best to meet the needs of children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change. The Educational Psychologist may support teachers in assessing how different circumstances and teaching approaches affect learning and behaviour.

Depending on individual need it may be agreed that a Formal Educational Psychology consultation would be helpful to discuss an individual child or young person's needs. The school will ask the parents' or carer's permission to hold a consultation meeting.

This is a problem solving discussion led by the Educational Psychologist, with parents or carers, school staff and sometimes other people who can helpfully contribute. The meeting is chaired by the Educational Psychologist and usually lasts around 45 minutes. The child or young person can also be supported to attend the meeting or contribute in some other way if appropriate. The aim is to agree a plan of action to bring about positive changes for the child or young person, the agreed action may or may not include direct involvement from the Educational Psychologist. A follow-up consultation meeting will be held to review progress and decide whether any further actions are needed. The need for ongoing involvement from the Educational Psychologist will be regularly reviewed.

If parents or carers have concerns about their child's education it is best to share them with school staff first, as most problems can be solved in school. It is possible for parents/carers to request the involvement of an Educational Psychologist by contacting the Service directly although most usually school staff will contact the Educational Psychologist (with parental permission) if they feel that he/she would be able to help.

Further information about the Educational Psychology Service is available from the school or can be found at;

[www.aberdeenshire.gov.uk/eps](http://www.aberdeenshire.gov.uk/eps)

All Aberdeenshire secondary schools have Enhanced Provision resources. There are also Aberdeenshire specifically resourced schools with additional levels of staffing, expertise or resources to allow them to meet very significant or profound needs.

For further details contact:

Quality Improvement Manager (Additional Support)  
Education Learning and Leisure Service  
Woodhill House  
Westburn Road  
Aberdeen  
AB16 5GB  
Tel no 01224 664886  
Fax no 01224 664615  
[ELL.Enquiries@aberdeenshire.gov.uk](mailto:ELL.Enquiries@aberdeenshire.gov.uk)

### **Staged Approach to Assessment & Intervention**

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

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

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

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

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

### **Universal Support Level 0**

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

### **Stage 1: School Based Action**

Targeted Support Level 1

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

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

Targeted Plus Support Level 2

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

### **Stage 3: Multi Agency Action**

Intensive Support Level 3

Intensive Targeted Support: school with Community Resource Hub (CRH) intervention/multi-agency action as required

### **Individualised Educational Programmes**

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

### **Multi Agency Plans**

Where a pupil has support from agencies in addition to education – e.g. health or social work, it may become necessary to develop a single collaborative plan to support the pupil. These are known as Multi Agency Plans or IAF plans. Parents (and pupils where appropriate) will be involved in and consulted upon these plans and they will be reviewed as required.

### **Co-ordinated Support Plans (CSPs)**

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is made by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil.

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

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

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

- **Supporters**  
Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.
- **Advocacy**  
These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

**For more information on Support and Advocacy contact:**

Enquire, Princess House  
5 Shandwick Place  
Edinburgh EH2 4RG  
Helpline: 0845 123 2303  
Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://www.enquire.org.uk)

**For local advocacy contact:**

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

Scottish Independent Advocacy Alliance can be reached at:  
Website: [www.siaa.org.uk](http://www.siaa.org.uk)

**Independent Mediation Services**

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

Children 1<sup>st</sup>  
15 Frithside Street  
Fraserburgh  
Aberdeenshire  
AB43 9AR  
Tel no 01346 512733  
Fax no 01346 512810  
Email [fraserburgh@children1st.org.uk](mailto:fraserburgh@children1st.org.uk)

Additionally, information for the Scottish Child Law Centre can be found at:  
[www.sclc.org.uk](http://www.sclc.org.uk)

**TRANSFER TO SECONDARY EDUCATION**

The designated Secondary School to which Primary Pupils are transferred at the end of seven years in Primary Education is Kemnay Academy. An induction programme which allows P7 pupils to spend time at the Academy takes place in the summer term before transfer. Prior to this visit, guidance staff from the Academy visit the Primary School on a number of occasions to talk to both pupils and P7 teachers. P7 parents are also invited to an open evening between October and Christmas, and to an evening meeting during the week of the pupil's visit. Other regular links with the Academy take place, including a ceilidh for P5 pupils and a Health Day for P6 pupils.

Contact information:  
Ms Lizbeth Paul  
Kemnay Academy  
Bremner Way  
Kemnay  
AB51 5PW  
[kemnay.aca@aberdeenshire.gov.uk](mailto:kemnay.aca@aberdeenshire.gov.uk)

### **Education Maintenance Allowance (EMA)**

An EMA is an allowance of £30 per week (not paid during school holidays), which can be paid to eligible students who stay on in education after the age of 16 years. Pupils who received an EMA award for session 2013/14 are required to re-apply and complete an application form for session 2014/15.

#### ***Who will be eligible for an EMA?***

You may be granted, at the discretion of Aberdeenshire Council or your College if you:

Were born between **1 March 1998 and 30 September 1998** - you may be entitled to receive an award from **August 2014**.

Were born between **1 October 1998 and 28 February 1999** - you may be entitled to receive an award from **January 2015**.

If you were born before the above dates and still attend school but never applied before then you can apply providing the household income is as stated below.

#### **FOR STUDENTS WHO APPLY AND QUALIFY FOR EMA FOR THE FIRST TIME IN 2014/15**

Where the household income is £20,351 or less the young person will be eligible and will be awarded a weekly allowance of £30. Young people from households with more than one child and where the household income is £22,403 or less will also be eligible for a weekly payment of £30 per week.

You are living in a foster home or children's home or are in local authority care (no proof income required). For further information please access the appropriate part of the authority's website.

<http://www.aberdeenshire.gov.uk/parentscarers/financial/ema.asp>

### **TRANSITIONS BETWEEN STAGES**

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

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

## **COMMUNICATION**

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

A school bulletin is produced regularly and we would request that those parents who are able to receive this by email in order to reduce our photocopying bill.

Individual classes also produce a termly newsletter with information specific to that class.

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

The school homework diary is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child may bring home samples of pupil work for you to see and discuss with your child, along with their Pupil Learning Planning folder.

Other means of communication include parent/teacher interviews, school reports, parent workshops, curricular evenings, concerts, class assemblies, shared starts and finishes, performances, open days, the school website and the local and national GLOW website. The school website address is [www.kintore.aberdeenshire.sch.uk](http://www.kintore.aberdeenshire.sch.uk). Parents are issued with passwords to access the school GLOW site.

## **CONCERNS AND COMPLAINTS**

### **Dealing with Concerns & Complaints**

#### **Concerns**

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

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

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

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

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

For further information email [hrpolicyteam@aberdeenshire.gov.uk](mailto:hrpolicyteam@aberdeenshire.gov.uk)

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

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

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at – [www.aberdeenshire.gov.uk/haveyoursay/index.asp](http://www.aberdeenshire.gov.uk/haveyoursay/index.asp)

## **INSURANCE**

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

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

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

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

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

## **SCHOOL IMPROVEMENT AND DATA PROTECTION**

### **SCHOOL IMPROVEMENT**

#### **Standards & Quality & Improvement Planning**

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

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

## **Improvement Planning**

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

Parents can access comparative information about all Scottish Schools and their education authorities at [www.ltscotland.org.uk/scottishschoolsonline](http://www.ltscotland.org.uk/scottishschoolsonline)

For further information on national quality indicators go to [www.journeytoexcellence.org.uk/about/keydocuments/part3.asp](http://www.journeytoexcellence.org.uk/about/keydocuments/part3.asp)

## **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

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

### **What pupil data is collected and transferred?**

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

### **How Does Aberdeenshire Council Hold and Store Pupil Data**

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

### **Data Protection Act 1998**

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

## **Fair Processing Notice**

### **Who may process your personal data?**

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

### **What personal data will be collected?**

The information which you provide may include:

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

### **For what purposes will your personal data be used?**

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

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)

### **Will Aberdeenshire Council disclose your personal data to anyone else?**

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

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

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

Aberdeenshire Council Education, Learning and Leisure Service:

01224 664630 or email: [education@aberdeenshire.gov.uk](mailto:education@aberdeenshire.gov.uk)

### **Your Data Protection Rights**

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

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

## **PARENTAL ACCESS TO RECORDS**

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:

[www.educationscotland.gov.uk/parentzone/yourchildatschool/accessyourchildsrecord](http://www.educationscotland.gov.uk/parentzone/yourchildatschool/accessyourchildsrecord)

## **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](mailto: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.

## **ANNUAL UPDATES**

### **SCHOOL CLOTHING GRANTS**

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

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

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

<http://www.aberdeenshire.gov.uk/parentscarers/financial/ClothingGrant2011.pdf>

## **CAN MY CHILD GET FREE SCHOOL MEALS?**

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

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420

- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

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

- By email: [benefits@aberdeenshire.gov.uk](mailto:benefits@aberdeenshire.gov.uk)
- In person at one of our Benefit Offices

<http://www.aberdeenshire.gov.uk/parents/carers/financial/meals.asp>

### **Free School Meals for All P1 to P3 Pupils**

From Monday 5 January 2015 all primary 1 to primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools.

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

[http://www.aberdeenshire.gov.uk/schools/school\\_meals/primary.asp](http://www.aberdeenshire.gov.uk/schools/school_meals/primary.asp)

## **CURRENT STAFFING**

**Head Teacher** : Mrs. Wilma Walker

**Depute Head Teachers** : Mrs Jane Stephen  
Mrs Hayley Williams  
Mrs Tracey Michie

**Principal Teachers** : Miss Stephanie Young

**Class Teaching Staff** :

Nursery		Mrs Tracey Michie
P1A	-	Miss Margaret Farquharson
P1B	-	Miss Mhairi Leat
P1C	-	Ms Louise Stewart
P1D	-	Mrs Tracy Lewis/ Mrs Rachel East
P2A	-	Miss Susan Cree
P2B	-	Miss Jessica Stewart
P2C	-	Miss Linda Glass
P2D	-	Mrs Deborah Cooper
P3K	-	Miss Stephanie Young
P3P	-	Mrs Susan Wilson
P3S	-	Ms Shonaid Mcdonald
P3/4	-	Mrs Sally Eames
P4K	-	Miss Alannah Taylor
P4P	-	Miss Georgina Ritchie
P4S	-	Miss Niamh Ellison
P5A	-	Mrs Catriona McIntosh
P5B	-	Miss Karen Harris
P5C	-	Mrs Gemma Morrison
P5D	-	Mrs Louise Foster/ Miss Laura Stewart
P6A	-	Mr Gordon Grey
P6B	-	Mr Tom Webster
P6C	-	Mrs Denise Lorimer
P6D	-	Miss Nicola Seivwright
P7K	-	Mrs Hazel Fleetwood
P7P	-	Mrs Jessica Parson
P7S	-	Miss Lyndsey Scott
Enhanced Provision	-	Mrs Fiona Murray Mrs Louise Munro Miss Claire Thompson

S.F.L. - Mrs M. Speake  
Mrs J McLelland  
Miss Arlene Gilleran

**Lead early Years Practitioners** - Mrs Lorraine Grant  
- Mrs Kelly Bonner

**Early Years Practitioners** - Miss Lyndsay Watt  
- Mrs Jackie Smith  
- Mrs Sheila Mackay  
- Miss Katie Houston  
- Mrs Julie Bain  
- Mrs Sharon McKinnon

**Part-time Specialists** :

<i>ICT</i>	-	<i>Mr Colin Wilson</i>
<i>Drama</i>	-	<i>Miss Sam Kinnaird</i>
<i>Music</i>	-	<i>Mrs Donna Minto</i>
	-	<i>Miss Claire Watt</i>
<i>Modern Languages</i>		<i>Mrs Elizabeth Kaup</i>
<i>Science</i>	-	<i>Mrs Shona Murray</i>

**Musical Instructors** :

<i>Cello</i>	-	
<i>Violin</i>	-	<i>Miss Sheila Weir</i>
<i>Brass</i>	-	
<i>Woodwind</i>	-	<i>Mrs Pamela Turnbull</i>

**Pupil Support** -

*Mrs Linda Watters*  
*Mrs Sharon Grant*  
*Mrs Linda Ross*  
*Mrs Lynda Brown*  
*Miss Beata Szpanko*  
*Mrs Trudy Mercer*  
*Mrs Louise Fitzpatrick*  
*Mr Matthew Gray*  
*Mrs Emma Beagrie*  
*Mrs Jenny Ritchie*  
*Mrs Pamela Black*  
*Mrs Sheila Smith*  
*Mr Panagiotis Niaros*

**School Administrator** : *Mrs Sandra Strachan*  
**School Receptionist** : *Mrs Alison McPherson, Mrs Suzanne Emslie, Mrs Angela Foy*  
**Canteen Supervisor** : *Mrs Diane Fowler*  
**Janitor** : *Mr Neil Catto, Ms Laila Bondare*  
**School Chaplain** : *Rev. Neil Meyer*

**Present costs**

School Meals	-	£2.10 per day (Book of 10 £21.00)
Gym Bag	-	£2.50
Book Bag	-	£3.50

### School Term Dates

**Session 2016-2017**

**Term 1**  
 Tuesday 16<sup>th</sup> August – Friday 7<sup>th</sup> October

**Term 2**  
 Monday 24<sup>th</sup> October – Wednesday 21<sup>st</sup> December  
 (Inset – Monday 14<sup>th</sup> & Tuesday 15<sup>th</sup> November)

**Term 3**  
 Thursday 5<sup>th</sup> January – Friday 31<sup>st</sup> March  
 (Mid-term – Monday 13<sup>th</sup> February, Inset – Tuesday 14<sup>th</sup> & Wednesday 15<sup>th</sup> February)

**Term 4**  
 Tuesday 18<sup>th</sup> April – Friday 30<sup>th</sup> June  
 (May Day – Monday 1<sup>st</sup> May)

Please note that there are 2 additional holiday dates (in February & June) to be confirmed.

**Session 2017-2018**

**Term 1**  
 Tuesday 22<sup>nd</sup> August – Friday 13<sup>th</sup> October

**Term 2**

Monday 30<sup>th</sup> October – Friday 22<sup>nd</sup> December  
(Inset – Monday 13<sup>th</sup> & Tuesday 14<sup>th</sup> November)

**Term 3**

Monday 8<sup>th</sup> January – Thursday 29<sup>th</sup> March  
(Mid-term – Monday 12<sup>th</sup> February, Inset – Tuesday 13<sup>th</sup> &  
Wednesday 14<sup>th</sup> February)

**Term 4**

Monday 16<sup>th</sup> April – Friday 6<sup>th</sup> July  
(May Day – Monday 7<sup>th</sup> May)

Please note that there are 2 additional holiday dates (in February & June) to be confirmed.

**Map of Kintore and Midmill Catchment Areas**