

Kintore School

Handbook

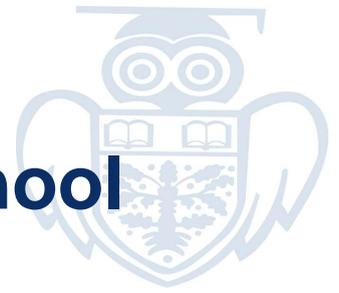
2018/19



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Introduction to Kintore School

Welcome to Kintore 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 Early Years Centre (EYC) 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



School Contact Details

Mrs Wilma Walker

Kintore School

Castle Walk,

Kintore

AB51 0RU

Parent Council/PTA Facebook page:

www.facebook.com/pages/kintore-primary-school/163001197056684

Telephone: 01467 539975 OR 634380

Website:

www.kintore.aberdeenshire.sch.uk

Email:

kintore.sch@aberdeenshire.gov.uk

Early Years Centre Telephone:

01467 539978 OR 634385

Adverse weather and emergency closure

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

Information Line 0370 054 4999. School Pin Number: 02 20 40

(Please do not use this line to leave messages for the school)

Our School

Kintore School, a village school situated twelve miles north-west of Aberdeen, serves to provide primary and early years 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, an extensive Early Years Centre and Special Needs accommodation which includes an additional two classrooms for Additional Support for Learning. 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 Astro turf, floodlit sports facility.

In August 2017 the school roll stood at 580 pupils. The Early Years Centre enrolment stood at 120 for the end of the session. Teaching staff consisted of the Head Teacher, three Deputies, a Principal Teacher (for the cluster) and 23 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, Drama, French and German and Science.

Our teaching team is ably supported by a number of ancillary staff such as Pupil Support Assistants, Early Years Practitioners, 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, 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 the Early Years Centre (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 our pupils.

The school has been awarded its third Green Flag for Eco Schools, achieved Level 1 for Rights Respecting Schools, a John Muir award, 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.

The School Day

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

School Day

P1, 6 & 7

Morning session 9.00 – 12.05

(Interval 10.40 - 10.55)

Lunch 12.05 – 12.50

Afternoon session 12.50 – 3.00

P2 & 3

Morning session 9.00 – 12.20

(Interval 10.40 – 10.55)

Lunch 12.20 – 1.05

Afternoon session 1.05 – 3.00

P4 & 5

Morning session 9.00 – 12.35

(Interval 10.40 – 10.55)

Lunch 12.35 – 1.20

Afternoon session 1.20 – 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.

Early Years Centre Sessions

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

Session 1:

Monday, Tuesday, Wednesday mornings.

Thursday, Friday afternoons.

Session 2:

Monday, Tuesday, Wednesday afternoons.

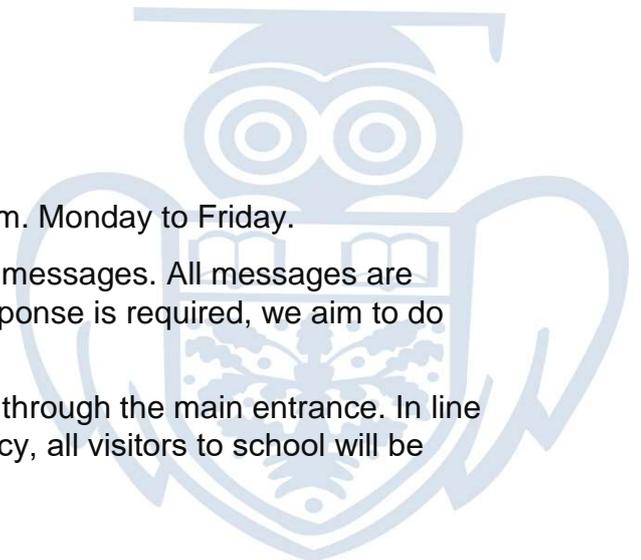
Thursday, Friday mornings.

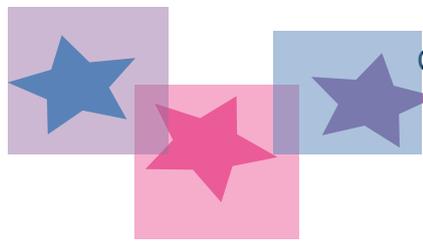
Morning Sessions:

Morning sessions are from 8.30 – 11.40 (Arrival between 8.30 – 9am. Collection between 11.25- 11.40)

Afternoon Sessions:

Afternoon sessions are from 12.15- 3.25pm (Arrival between 12.15 and 12.30 collection between 3.10 and 3.25)





Current Staffing

(As at January 2018)

Head Teacher:

Mrs Wilma Walker

Depute Head Teachers:

Mrs Hayley Williams

Mrs Tracey Michie

Miss Lir Kennelly

Principal Teacher:

Mrs Stephanie Bain

Class Teaching Staff:

P1K- Mrs Tracey Michie/ Miss Susan Cree

P1P- Miss Louise Stewart

P1S- Mrs Amy Forsyth

P2K- Mrs Laura Russell

P2S- Mrs Gemma Morrison

P2/3- Miss Linda Glass

P3K- Ms Shonaid MacDonald

P3P- Miss Georgina Ritchie

P3S- Miss Lir Kennelly

P4K- Mrs Stephanie Bain

P4P- Miss Mhairi Leat

P4S- Miss Jessica Airlie

P4/5- Mrs Hannah Armstrong

P5K- Mrs Laura Flett/ Mrs Rachel Strand

P5P- Mr Steven Munro

P5S- Mrs Susan Wilson

P6K- Mrs Jenny Flett

P6P- Mrs Lyndsey Paterson

P6S- Mr Richard Davidson

P6/7- Mr Gordon Gray

P7K- Miss Nicola Seivwright

P7P- Miss Karen Harris

P7S- Mrs Catriona McIntosh

Additional Support for Learning:

Miss Claire Thompson

Mrs Alison Taylor

Mrs Hazel Fleetwood

Mrs Diane Lamb

Mrs Arlene Gilleran

Early Years Lead Practitioners:

Mrs Kelly Bonnar

Mrs Lorraine Grant

Early Years Practitioners:

Mrs Julie Bain

Miss Sharon Harries

Mrs Katie Karpinski

Mrs Sheila Mackay

Mrs Sharon MacKinnon

Mrs Donna Sim

Miss Lyndsay Watt

Pupil Support Assistants:

Mrs Emma Beagrie

Mrs Mel Binfield

Mrs Pamela Black

Mrs Lynda Brown

Mrs Wendy Donovan

Mrs Sharon Grant

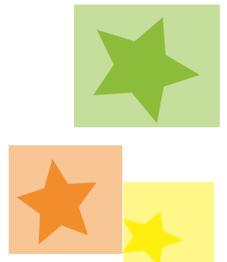
Mr Matthew Gray

Ms Jennifer Ritchie

Mrs Jill Marr

Mrs Coral Smith

Mrs Sheila Stewart



Current Staffing

School Administrator:

Mrs Rhona Rafferty
Karin Miah

Part Time Specialists:

Drama- Mrs Primmy McGillivray
Music- Mrs Donna Minto
Modern Languages- Ms Elisabeth Kaup
Science- Mrs Shona Murray

Canteen Supervisor:

Mrs Diane Fowler

Janitor:

Mr Neil Catto
Ms Laila Bondare

School Chaplain:

Rev. Neil Meyer

Administrative Assistants:

Mrs Michelle Meyer
Mrs Alison McPherson

Music Instructors:

Cello- Mr Jamie Barclay
Violin- Mrs Sheila Weir
Brass- Mrs Jennifer Cook
Woodwind- Mrs Pamela Terry



Our Vision, Values and School Ethos



An extended version of these aims is available from the School website.



Developing our cycling skills at Bikeability



Investigating local history



Having fun on a residential trip



Exploring weight in our maths challenge



Sailing on our residential trip



Teamwork during a STEM challenge





Junior Road Safety Officers



Class Representatives



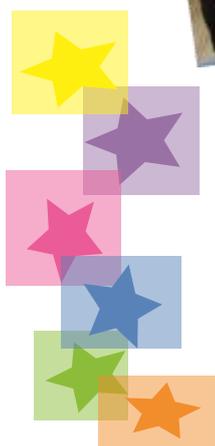
House Captains and Vice Captains



Rights Respecting School Committee



Eco School Committee



Curriculum

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

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

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap.

The Four Capacities

At Kintore School we strive to ensure our children continually develop the four capacities of Curriculum for Excellence as described below:

Successful Learners

with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

Confident Individuals

with:

- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

Responsible Citizens

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

Effective Contributors

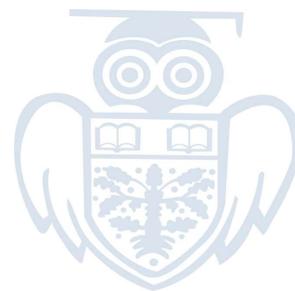
with:

- an enterprising attitude
- resilience
- self-reliance

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 Kintore School this includes a strong focus on learning **In, About and Through** the environment e.g. 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 and Wellbeing
- Religious and moral education
- Sciences
- Social studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Wellbeing. 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 Global Education
- Literacy
- Numeracy
- Health and Wellbeing
- Sustainable Development
- Digital Learning



School Policies and Curriculum

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.

Third- 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 intentions and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

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

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

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

Curriculum Map

At Kintore School we plan in coherence with the Aberdeenshire Progression Frameworks and Education Scotland Curriculum Benchmarks to support progression within each curricular area. However a short description of our approach to each area is outlined below.

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.

1+2 Approach to Language Learning in Aberdeenshire

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

In Kintore School the first foreign language children learn will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). Currently, German is also being learned in the upper stages. For more information go to:

<https://www.aberdeenshire.gov.uk/media/19094/language-learning-1plus2-sallfb.pdf>

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

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

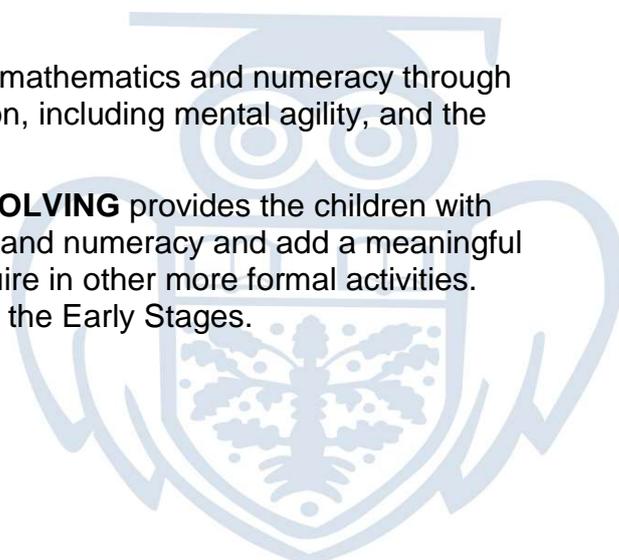
The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in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

Mathematics and 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.

PRACTICAL EXPERIENCE and **PROBLEM SOLVING** provides 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 and 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.

At Kintore School we encourage children to consume healthy snacks in school through our Golden Carrot Award where children are awarded points for healthy snacks. The classes with the most points win the Golden Carrot at our weekly assemblies.

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 and Developing Young Workforce the skills and knowledge children need to flourish in the 21st century are also embedded within all aspects of learning.

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.

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.

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 technology 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 digital learning.

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.

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/Equalities/index.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 is 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.*

Extra- Curricular Activities

At Kintore School we offer a wide variety of extra- curricular activities throughout the year. Full details of all extra- curricular activities can be found on the school website within our school bulletins.

Further Information

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

www.kintore.aberdeenshire.sch.uk

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Pre-school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications: <https://education.gov.scot/nationalqualifications/>





Assessment and Reporting

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

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

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

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

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

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

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

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

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

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

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

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

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

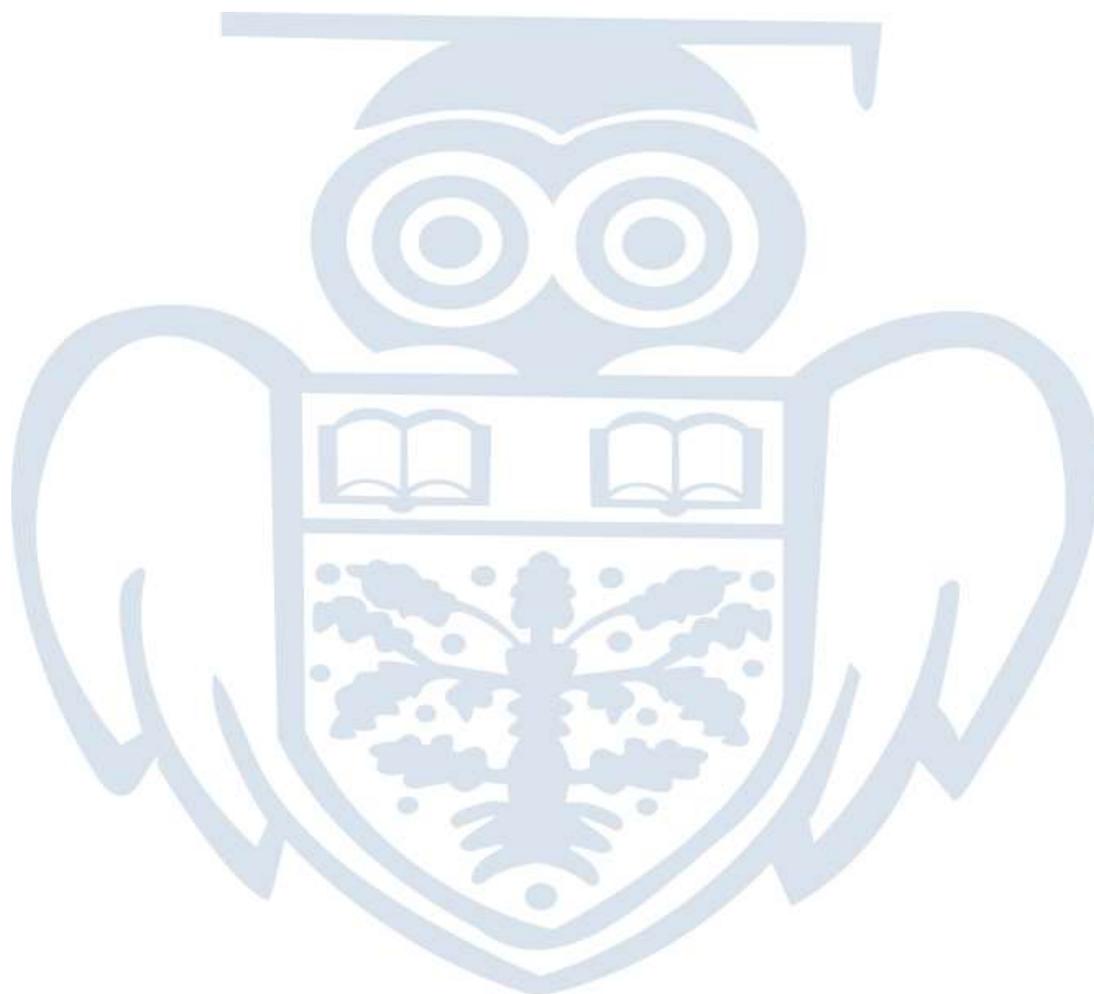
Secondary schools: Assessment & Reporting in the Senior Phase (S4-S6)

In the Senior Phase pupils embark on the National Qualifications.

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

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

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



Transitions (Moving On)

Early Years Centre Induction

When you have accepted a place in Kintore Early Years Centre you will be invited along for a chat and a look around with your child. 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 Early Years Centre runs. Children are admitted to the Early Years Centre 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.

Entry to Primary One

As this is another big event in your child's life we try to ensure an easy progression from the Early Years Centre to Primary 1. During the last term in the Early Years Centre children will visit their new classrooms and, if possible, meet their new teacher. The teacher will also, if possible, visit the children in the Early Years Centre. Where possible, visits will also be arranged for children who attend other Early Years Centres.

Transition between Stages

We recognise that times of transition can 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.

Transfer to Secondary Education

The designated Secondary School to which Kintore 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:

Mrs Lizbeth Paul Kemnay Academy Bremner Way Kemnay AB51 5PW
kemnay.aca@aberdeenshire.gov.uk

Visit Parentzone for more information about transitions:
<https://education.gov.scot/parentzone/my-child/transitions>

1 Admissions

Admissions.

All parents should submit an application form for their child, to the Early Years Centre of their choice during the admissions period. The application form can be found here:

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

Primary Admissions

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

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

2 Placing requests & School Zones

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

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

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

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

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



Support for Children and Young People

3 Getting it Right for Every Child

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

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



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

GIRFEC promotes a shared approach that also aims to:

- Build solutions with and around children and families
- Enable children to get the help they need when they need it
- Support a positive shift in culture, systems and practice
- Involve working together to make things better



The eight areas of wellbeing identified in the GIRFEC approach (see chart above) 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 approach provides a common language and a way to gather information about a child's world which ensures the child is growing and developing, and has to make sure that an education improvement plan with the child and family is meeting all the child's needs.

Key Adult

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

4 The Named Person

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

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

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

The Named Person can help by:

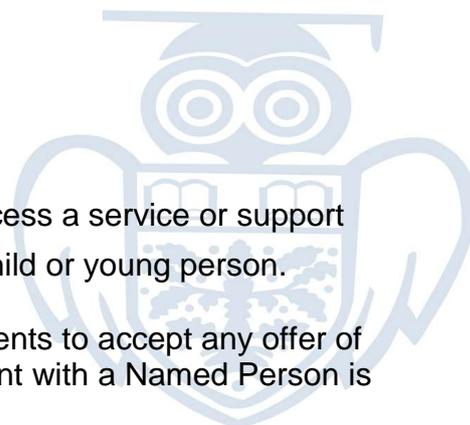
- Providing advice, information or support
- Helping a child, young person, or parent/carer to access a service or support
- Discussing or raising a wellbeing concern about a child or young person.

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

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

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

Here at Kintore School the Named Person for your child/young person is:
Mrs Wilma Walker (Head Teacher).



5 Educational Psychology

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

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

6 Enhanced Provision & Community Resource Hubs

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

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

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

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

7 Support for Learning

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

Each school cluster has an allocation of **Teachers of Additional Support for Learning (ASL)** who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general 'hands-on' support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.



8 The Child's Plan

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



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

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

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

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

Information is available on the Aberdeenshire Getting It Right Website:

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



9 Child Protection

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

Within Kintore School we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to refer the child to Social Work, the Police or the Children's Reporter. Here at Kintore School the designated officers are:

Mrs Wilma Walker, Head Teacher.

Mrs Tracey Michie, Mrs Hayley Williams and Miss Lir Kennelly (Depute Head Teachers)

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

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

Social Work Monday to Friday during office hours contact your Children & Families local Social Work Office

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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



10 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right for Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire

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



Parent & Carer Involvement

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

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

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

Assessment and Planning

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

11 Our Parent Forum & Working with you as Partners

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

12 Communication.

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

- Use of Groupcall to text and email
- School Website:
- Twitter
- School Bulletins
- Class Newsletters
- Events
- Curricular Evenings
- Class assemblies and cafes
- Homework diaries
- Open days/mornings/afternoons
- Parents Workshops
- Parent/Pupil/Teacher Interviews



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

Early Years Centre Communication

Whenever possible, Early Years Centre 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 the Early Years Centre parents, providing information on events and school life in general. These are also available on the school website. From time to time the Early Years Centre will issue their own news bulletins.

Outside the Early Years Centre there is a whiteboard which is updated daily to let you know what children will be doing in the Early Years Centre each day.

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

A copy of the snack menu for the coming week is displayed at the Early Years Centre entrance.

13 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people's learning by providing guidance along with support programmes or events where you have the opportunity to learn together with your child.

14 Volunteering

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

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

15 Learning at Home

We provide resources to support either homework or for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy at:

www.kintore.aberdeenshire.sch.uk

or

www.aberdeenshire.gov.uk



16 Decision-making and Developing Services

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

Our Parent Council, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson (Mr Sandy McConnachie) or Head Teacher for more information about getting involved in the Parent Council.

17 Collaborating with the Community

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



School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: www.kintore.aberdeenshire.gov.uk

All Aberdeenshire Council Education policies can be found here:

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

18 Attendance

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.

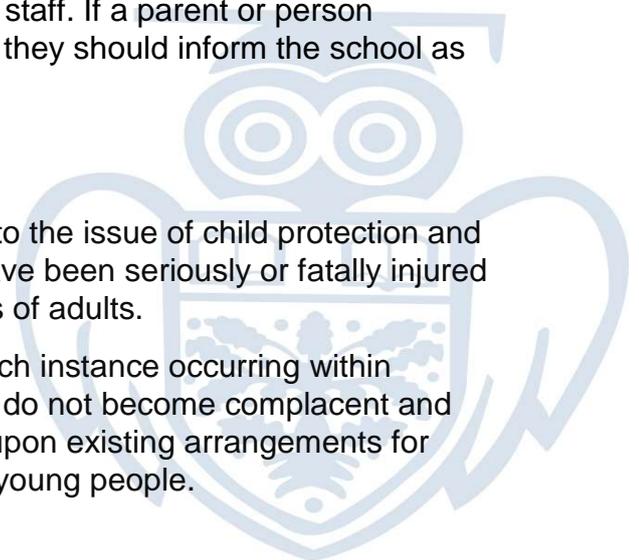
Afternoon Dismissal

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

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. 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. 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.
- If, while at school, a child feels unwell they should inform their class teacher and ask permission to report to the school office. If appropriate, office staff will arrange for them to be collected from school.

Planned Absences

- 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 out with the school day.

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

The school follows the Aberdeenshire Attendance Policy:

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

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

19 Holidays during term time.

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

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



20 Kintore School Dress Code

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.

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

School sweatshirts etc. can be purchased from DFS 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.

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

Parents should note their responsibility to ensure all clothing and belongings brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.

In the event of any clothing or personal items being lost parents can ask to view the lost property.

Early Years Centre

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 Early Years Centre 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.

Please provide:

- ◆ A named shoe bag – 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.

P.E. Classes

We would ask that all pupils have a gym kit with them every day 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.

21 Clothing Grants

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

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



22 Transport

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

23 Early Years Transport

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

24 Privilege Transport

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for privilege passes. Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school. For further information click on the link below or contact the school.

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

25 Special Schools and Enhanced Provision

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

26 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

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

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

Northsound 1

FM 96.9

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7 MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4

Waves Radio

FM 101.2

Original 106 FM

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

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

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

School Information Line

Tel: 0370 054 4999 then 02 20 40. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.



27 Storm Addresses

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

28 Change of address and Parental Contact Details

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

29 School Meals

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

- Primary 1-3 pupils are provided with school meals free of charge.
- Primary 4- S6 pupils are currently charged £2.20 for a school meal unless they qualify for Free School Meals.

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

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

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

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

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

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

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

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

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



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

30 Healthcare & Medical

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

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

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

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

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

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

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

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

Please find our Medication Policy here:

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

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

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



31 Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the Authority exclusion policy will apply. For further information on exclusions contact the school or go to:



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



32 Educational Visits

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

33 Instrumental Tuition

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

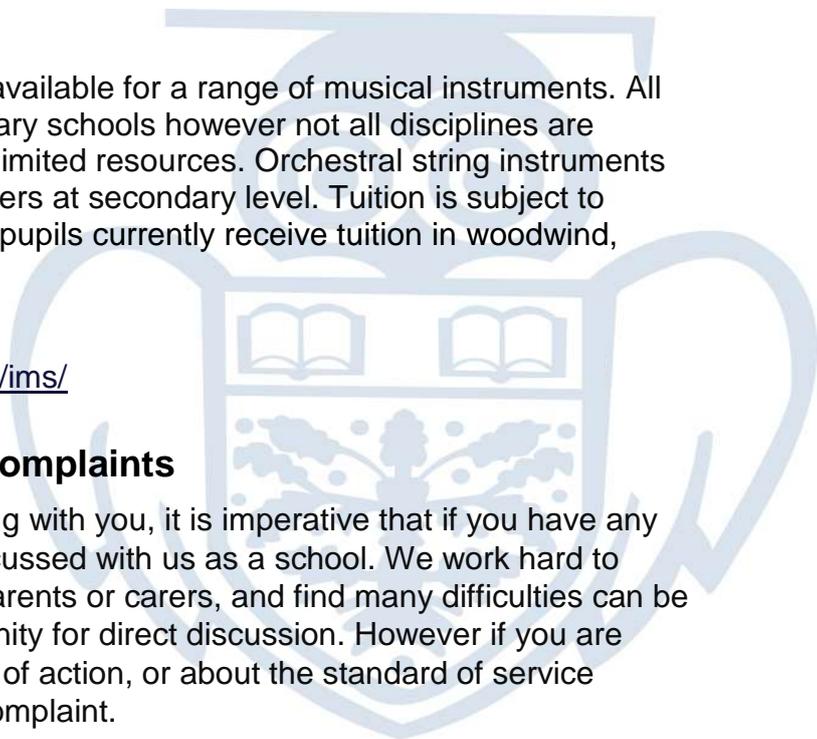
For further information go to:

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

34 Comments, Compliment & Complaints

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

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



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

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at:

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

35 Support for parents/carers

For more information on Support and Advocacy contact:

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

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:

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

Independent Mediation Services

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

Children 1st,
Fraserburgh Business Centre,
South Harbour Road,
Fraserburgh,
AB43 8TN
Tel no 01346 585341
Email aberdeenshire@children1st.org.uk

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

www.sclc.org.uk



36 Insurance

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

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

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

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

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

37 School Off Site Excursion Insurance

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

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).



38 Data we hold and what we do with it.

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

39 How Does Aberdeenshire Council Hold and Store Pupil Data

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

40 Parental Access to Records

SAR - Subject Access [Request information](#)

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

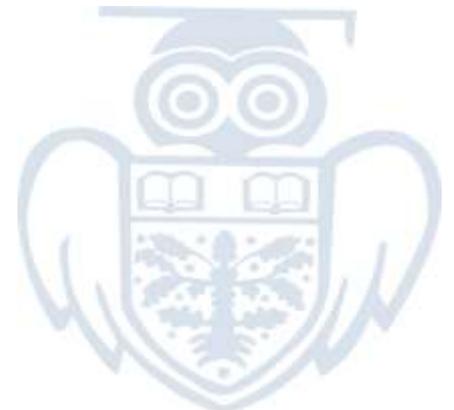
<https://ico.org.uk/for-the-public/personal-information/>

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

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

41 ScotXed

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



42 Information Sharing

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

43 Freedom of Information

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



Appendix

School Term Dates

Map of Catchment Area

School Improvement Plan

A copy of the School Improvement Plan can be accessed via the school website:

www.kintore.aberdeenshire.sch.uk

Members of Parental Groups

Can be accessed via the school website:

www.kintore.aberdeenshire.sch.uk

or Parent Council/PTA Facebook Page on:

www.facebook.com/pages/kintore-primary-school/163001197056684

Stats for attainment

Can be accessed from:

<https://public.tableau.com/profile/sq.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

Assessment Calendar

Information on dates for the new Scottish National Standardised Assessments (SNSA) will be available on the school website when finalised.

www.kintore.aberdeenshire.sch.uk

Year/termly plan of learning

See individual class newsletters for details of learning each term:

www.kintore.aberdeenshire.sch.uk



School Term dates

Session 2018 -2019

Term 1

Tuesday 21st August – Friday 12th October

Term 2

Monday 29th October – Friday 21st December
(Inset – Monday 12th & Tuesday 13th November)

Term 3

Monday 7th January – Friday 29th March
(Mid-term Monday 11th February, Inset – Tuesday 12th February & Wednesday 13th February)

Term 4

Monday 15th April – Friday 5th July
Friday 19th April –Good Friday Holiday
(May Day – Monday 6th May)

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

School Term dates

Session 2019-2020

Term 1

Tuesday 20th August - Friday 11th October

Term 2

Monday 28th October – Friday 20th December
(Inset Monday 18th & Tuesday 19th November)

Term 3

Monday 6th January – Friday 3rd April
(Mid-term Monday 17th February, Inset – Tuesday 18th & Wednesday 19th February)

Term 4

Monday 20th April – Friday 3rd July
(May Day – Monday 4th May)

Please note that there are additional “occasional day” holidays which are determined locally across each cluster. These dates are agreed annually and confirmed each May.

Please also find a link to the annual holiday calendar:

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



