



From mountain to sea

Foveran School

Handbook

2017/18



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Introduction to Foveran School

Welcome to Foveran Primary School. The school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

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

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

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Foveran School

Foveran

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ADVERSE WEATHER AND EMERGENCY CLOSURE

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

Information Line 0370 054 4999 [Pin: 021760] (Please do not use this line to leave messages for the school.)

Foveran School is a non-denominational school opened in 1873 and serves the village of Foveran and the surrounding rural area. The school role has currently 18 pupils taught in one class. The majority of our pupils live within the school's catchment area, but we do cater for out of zone pupils on a case by case basis.

The majority of our pupils transfer to Ellon Academy at the end of their primary schooling and benefit from the comprehensive transition programme. Nearly all our new entrants have pre-school experience provided mainly by playgroups and nurseries in Balmedie, Potterton or Newburgh.

Foveran School is currently a one class school. We have the Head Teacher and Head Teacher Relief sharing the teaching responsibilities. We also have a school administrator, pupil support/clerical assistant (PSA), and a catering supervisor. We have access to a school janitor when required. The school also benefits from input from visiting specialist teachers in Learning Support, Modern Languages, Music and PE.



The Head Teacher (Mr David Williams) joined the school in November 2012 from a post as Acting Head Teacher in Marykirk (near Laurencekirk) School.

Before that he was a teacher at Dunnottar Primary School (Stonehaven) for eight years teaching every stage from P1 to P7. He aspires to bring high quality experiences, high standards in literacy/maths and respectful, independent, confident, successful individuals.

The Head Teacher is invited to attend Community Association meetings as well as Village Hall Committee meetings. The school has a very supportive Parent Council and associated sub groups. These groups support school improvement activities and raise additional funds to provide many extras for the pupils in the school.

HMIe last inspected the school in 2010. You can access the latest report at: <https://education.gov.scot/inspection-reports/aberdeenshire/5226228>

ORGANISATION OF THE SCHOOL DAY

Morning school	9:00 am - 12:30 pm (interval 10:40am - 11:00am)
Lunch	12.30pm - 1.20pm
Afternoon School	1:20pm - 3:10pm

Any variations in school day will be intimated in writing.

Staff Team

Head Teacher

Mr David Williams

Head Teacher Relief

**Mrs Samantha Gray (on maternity leave): Mrs Dorothy Johnson
(Tuesday/Wednesday)**

PSA/Clerical

Mrs Karen Robertson

Administrator

Mrs Kerry Dobby

Pupil Support Assistant (PSA)

Mrs Evelyn Moffat (Tuesday/Wednesday)

Catering Assistant

Pacita Cronin

Cleaner

Kelly Mann

Janitor

Mike Birnie (Tuesday am)

Support for Learners Teacher

Mrs Irene Jamieson

Physical Education

Miss Kathleen Madigan

Music

Mrs Sarah Kenyon

French

Miss Lynne McBoyle

Cluster Teacher (teacher absence)

Mrs Rebecca Keddie

SCHOOL ETHOS

Foveran School Aims and Statement of Values communicate our philosophy and beliefs for Foveran School Community.

Our aims have been revised in order to promote ourselves as a quality school which has the child at the centre and recognises the importance of health and well-being in all aspects of their development.

1. **Curriculum**
 - To provide and deliver a quality curriculum which enables breadth, balance, depth, choice and progression to be achieved and which adapts to meet the changing needs of the pupils and the society they live in.

2. **Attainment**
 - To support children in allowing them to do their best at all times in order that they become more responsible and independent as they progress.

3. **Learning and Teaching**
 - To provide quality in the learning and teaching that we offer, through appropriate planning and assessing, in order to meet every child's individual needs and regularly communicate the child's progress to all concerned.

4. **Support for Pupils**
 - To help children overcome difficulties, no matter what they are, build on their strengths through a caring and supportive environment and share this with parents in order to help them help their children.

5. **Ethos**
 - To make school a safe, organised, happy and stimulating place to be, where all are encouraged to value and respect their own and others' health and well-being through positive and trusting partnerships between children, staff, families and the wider community.

6. **Resources**
 - To provide quality resources in order to enable a quality curriculum to be taught including the encouragement of staff development in order to enhance the role of the individual and of the staff team.

7. **Management, Leadership and Quality Assurance**
 - To have effective management and leadership in order to develop quality assurance procedures across all aspects of school life and ensure the best is given to each child.

Foveran School – we can make a difference'

At Foveran School, we promote anti-racist, anti-sexist values and encourage equal opportunities. We promote multiculturalism and an awareness of the needs of people in both the developing and developed countries around the world. We value care for the environment and encourage re-cycling of materials to slow down the damage done to our planet by consumers.

POSITIVE BEHAVIOUR MANAGEMENT

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

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

GOLDEN RULES (SCHOOL RULES)

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

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

PROMOTING POSITIVE BEHAVIOUR

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. Certificates are presented to individual children for effort and special achievements at assemblies. Evidence of this good work is displayed for all to see.

Pupils are rewarded in a variety of ways e.g. certificates, extra golden time, stickers, special pencils, small toys, books, etc. This could be for a variety of positive behaviours such as special achievements in class, good manners, acts of kindness, achievements out with school etc.

CODE OF PRACTICE

Everything possible has to be done to enable teachers to create in their classroom conditions that allow study and learning to take place. (Any approach to discipline must recognise this).

Undesirable behaviour, however, has to be discouraged. Children have to learn what not to do and we accept that sanctions of one kind or another may form a necessary part of developing acceptable behaviour.

Any sanctions used will be tailored to suit the child and circumstance.

SANCTIONS

Options for Action for Staff Member

Verbal warning
Punishment exercise
Loss of Golden Time
Pupil discussion with teacher/head teacher
Pupil behaviour diary
Individual Behaviour Plan (IBP)
Phone/letter communication with parent
Parent interview

Every effort will be taken to investigate incidents and determine the truth. We will attempt to be as fair and consistent as possible.

Care is taken within the school to help pupils develop reasonable social attitudes, to form positive relationships, to cultivate consideration for others, to display good manners, to develop good attitudes to learning and to show initiative and self-reliance. The school will always try to work closely with parents because this leads to the greatest success. A child's behaviour at school is seen as a joint responsibility between home and school.

BULLYING

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

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

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

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

RESTORATIVE APPROACH TO BULLYING BEHAVIOUR

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

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

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

VISITS OF PROSPECTIVE PARENTS

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

SCHOOL FINANCES

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

Our Vision, Values and School Ethos



School Vision & Aims



Successful, Independent, Confident and Responsible



Foveran School aims to provide an excellent education for our pupils, a safe and nurturing environment and an ethos that celebrates confident individuals, responsible citizens, effective contributors and successful learners.

Improvements in performance

- Raised attainment over time
- High quality of learners' achievement
- An effective school improvement plan



The Curriculum

- Curricular policies that have rationale and a coherent design
- Continued development of the curriculum
- Programmes and courses that ensure a broad education
- Improved transitions to prepare our pupils for meeting the emotional, physical and social demands in changes at critical periods



Learners' experiences

- Motivated and actively involved learners
- Lessons that are interesting, contextualised and memorable
- Pupils taking ownership of learning and learning how to learn



Meeting learning needs

- Tasks, activities and resources that challenge and support all of our pupils
- Identification of learning needs specific to our pupils
- Ensure optimisation of roles of teacher's skills and knowledge
- Continued monitoring to guarantee that we meet and implement the requirements of legislation





Improvements through self-evaluation

- Commitment to identify strengths and areas for development
- Continually compare and contrast our standards and achievements against national standards
- Specific professional development training needs identified particular to the school
- Acknowledging success and addressing stakeholder concerns regularly

Date Last Reviewed: September 2014
Next Review Date: September 2017

Chair of Parent Council	Head Teacher	Pupil Council
<i>William Black</i>	<i>D.J. Williams</i>	<i>Calum D.</i>

Serving Aberdeenshire from mountain to sea – the very best of Scotland

Curriculum

Within Foveran 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. Therefore we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

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

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

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.

Educational Visits

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



All P6 and P7 children will get the opportunity to attend at least one residential excursion during their time at Foveran. This will usually be in conjunction with another local school and allows our pupils the opportunity to get to know children who will be in their year when they move to secondary school.

Learning and Teaching

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

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

Arrangements for Pupil Choice 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 Curriculum for Excellence can be found at;
<https://www.education.gov.scot/scottish-education-system/Broad%20general%20education>

PUPILS' INVOLVEMENT IN THE LIFE OF THE SCHOOL

Taking Responsibility

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

- Buddies – P7 pupils are paired with P1 pupils and help them to settle into school life
- Healthy Safe Kidz – delivers important messages on road safety and promote health and wellbeing
- ECO group – help the school become more environmentally friendly
- Rights Respecting Pupil Council – develop their awareness of the United Nations Convention on the Rights of Children and consulting on school events and improvements to the school.

Development of Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

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

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

Religious and Moral Education

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

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

The key human aspects of learning are supported by:

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

The School Chaplain 'Rev. Ricky Reid' visits school on a regular basis and we aim to host a short service at least twice a year which is usually led by the children.

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

Extra-Curricular Activities



ELLON PRIMARY EXTRA CURRICULAR ACTIVITIES – School Specific

Activity	Day	Venue	Time	Cost
Badminton P1-P7	Tuesday Beginning 05/09/17	Ellon Primary School	8:00-8:50am	FREE – register with Susan Guthrie
Junior Jog P1-P7	Tuesday Date to be confirmed	Arnage Primary School	3:15-4:15pm	FREE – Register in school
Netball P5-P7	Tuesday Beginning 19/9/17	Hatton Primary School	3:15-4:15pm	FREE – Register with Susan Guthrie
Basketball P1-P7	Tuesday Beginning 05/9/17	Meiklemill Primary School	3:30-4:15pm (P1-3) 4:30-5:15 (P4-7)	FREE – Register in School
Netball P6-P7	Wednesday Beginning 30/8/17	Ellon Primary School	3:15-4:15pm	FREE – Register in school
Junior Jog P1-P7	Wednesday COMING SOON	Tipperty Primary School	3:15-4:15pm	FREE – Register in school
Junior Jog P1-P7	Information coming soon	Meiklemill Primary School	3:30-4:15pm	FREE – Register in school
Netball P4-P7	Wednesday Beginning 06/9/17	Meiklemill Primary School	3:30-4:15pm	FREE – Register in school
Junior Jog P3-P7	Thursday Beginning 31/8/17	Newburgh Primary School	3:30-4:15pm	FREE- Register in school
Stay 'n' Play	Friday COMING SOON	Slains Primary School	3:30-4:15pm	FREE – Information coming out shortly.

Active Schools needs your help....are you able to spare an hour a week to take an extracurricular activity in your child's school, training and support fully provided, no previous experience required (although advantageous).

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 Foveran School the first foreign language will be German. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). The second foreign language will be French. This will be taught to our senior pupils by our visiting specialist teacher.

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

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

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

Further Information

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

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Pre school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

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

'SAY' where a pupil may have presented to the class or teacher.

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

'MAKE' where a pupil may have created a model or poster.

'DO' where pupils may act out a scenario or conduct a class vote.

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

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

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

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

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

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. This information is held securely in our school computer network.

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

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)

Transitions

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

Deferrals to P1

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

Transfer to Primary 1

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

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

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

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines. Parents are also invited to join their P1 children for a school lunch.

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

Primary to Secondary Transition Process

The move from primary to secondary school for most pupils is a very easy one but it can be an anxious time for some pupils and their parents/carers. To ease this, we work closely with our class teachers, support staff, pupils and parents/carers to minimise concerns. During the transition process, detailed information is gathered on each pupil and shared with staff in the Academy to ensure effective personal and learning support strategies are in place.

To facilitate individual needs, an extended transition programme is available for pupils with significant additional support needs. Health professionals, Educational Psychologists, Social Work, CSN Pupil Support worker, Community Learning workers, other professionals and voluntary organisations may be involved in ensuring a smooth transition from primary schools to the Academy.

Ellon Academy staff will visit all cluster primary schools to get to know the children, deal with worries and concerns, gather and share information and support pupils during the transition process to the Academy.

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

Transitions between Stages

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

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

Visit Parentzone for more information about transitions:

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

1 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

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>

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

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

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

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

<http://dywaberdeenshire.org/>

Support for Children and Young People

4 Getting it Right for Every Child

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

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



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

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

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

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 Foveran School the Named Person for your child/young person is: Mr David Williams

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

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

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

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

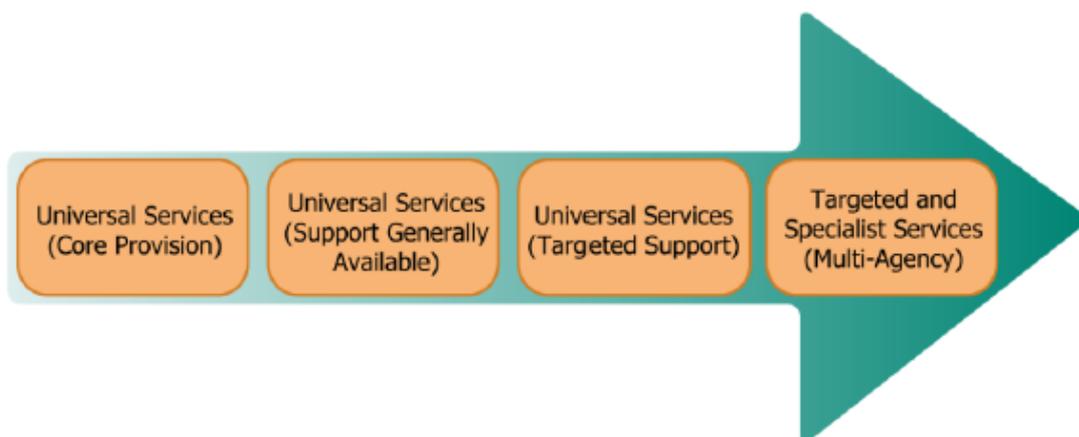
7 Support for Learning

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 specific subjects, general learning difficulties or a period of absence.

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

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 **Foveran 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 **Foveran School** the designated officers is: Mr David Williams

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 Foveran 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: <http://foveran.aberdeenshire.sch.uk/>
- Social Media: <https://twitter.com/FoveranSch>
- Newsletters:
- Events
- Community Cafe
- Open days/mornings/afternoons
- Head-teacher clinics

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).

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 materials and resources to support either homework or materials for you to work with your child to develop key skills at home. For explanation of this please go to our [homework policy](#)

In adverse weather conditions or when children are off for an extended period of time a range of home learning materials can be found at:

<https://ec1.educationcity.com/home>

<https://schools.duolingo.com/>

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 parents' views, ideas, opinions along with creating the opportunity to draw upon parents' skills and strengths. To enable this we have a series of working groups/focus groups which any interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires.

Our **Parent Council**, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson (Barry Gibson) or Headteacher for more information about getting involved in the Parent Council or email: foveran41@gmail.com

17 Collaborating with the Community

Foveran 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 Headteacher.

School Policies and Useful Information

School Policies such as the Homework Policy; Positive Behaviour; Mathematics; Literacy and English etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: <http://foveran.aberdeenshire.sch.uk/>

All Aberdeenshire Council Education policies can be found here:

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

18 Attendance

PUPIL ABSENCE PROCEDURES

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

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 Learning and Leisure 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.

Parents also have an obligation to collect their child promptly at 3.10pm. All parents should have a contingency plan for the collection of their child in the event of running late at home-time. For P1-3 pupils, the school should be made aware of any changes to collection arrangements to ensure the correct responsible adult has safely taken the child into their care.

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.

This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department.

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.

- 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.

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 Foveran School Dress Code

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. Sweat shirt orders are processed in the autumn and spring terms. A limited stock of sweatshirts is also kept in school. We can also provide 'nearly new/recycled' sweatshirts for parents who would wish to make use of these.

School uniform consists of - school sweatshirt with school logo, white polo shirt, dark school skirt or trousers, dark school shoes & laces (children should not wear high heeled shoes as these cause safety concerns). We appreciate your cooperation in support of this. Make-up is not permitted at our school unless prior permission is sought.

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

PE Kit consists of sports t-shirt, sport leggings/shorts/cycling shorts, socks, sport shoes (preferably with Velcro or elastic fastening for younger pupils) all kept in a gym bag.

With regard to safety, the wearing of jewellery (which we actively discourage) is not permitted during PE lessons. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons. (Parents should provide a named roll of surgical tape for this purpose.) Shoe string strap tops are also discouraged for safety reasons as they can catch on gym apparatus.

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

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

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

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

Before the start of the school day...

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

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

Northsound 1
FM 96.9

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4

Waves Radio

FM 101.2

Original 106 FM

Twitter

<http://twitter.com/aberdeenshire>

<https://twitter.com/FoveranSch>

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 + 1760. 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 parents' responsibility to inform school about any pupils who may be at risk in such situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

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 £2.15 for a school meal unless they qualify for Free School Meals.

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

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

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

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

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

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

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

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

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so. Children who require medically prescribed or modified diets should be identified during the admission process. Parents and Carers are advised to complete Admission Form D which is available from the school administration office.

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

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

Although our medical staff provide help and advice as appropriate, all pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child's doctor and an up-to-date emergency

contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

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

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

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

Please find our Medication Policy here:

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

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

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

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 Foveran School some pupils currently receive tuition in violin.

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: KEEP

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

For local advocacy contact: KEEP

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

Scottish Independent Advocacy Alliance can be reached at:

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

Independent Mediation Services KEEP

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

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

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

www.sclc.org.uk

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 Improvement Plan

Members of Parental Groups

Parent Council Chair: Mr Barry Gibson

Vice Chair: Vacancy

Secretary: Mr William Cleverdon

Treasurer: Mrs Kathleen McGrath

Ex-officio: Mr David Williams

Local Community: Mrs Charlotte Rait

For more information please see:

<http://www.scotland.gov.uk/Resource/Doc/194627/0052294.pdf>

[Parents Charter](#)

STATISTICS FOR ATTAINMENT

Unfortunately, due to the small number of pupils at the school, our data can identify individual pupils and can therefore not be shared publically.

Reporting Calendar
Overview of Activities 2017/

	Settling in interviews	Parent Interviews	Pupil presentations	Open sessions daytime/evening	Feedback, individual meetings	Written reports Interim/full	OTHER
TERM 1	P1 curricular meetings	Meet the teacher appointment Meet the ASL teacher appointment			Open door policy: Parents can request meetings throughout the year. Review meetings MAAPMs		Community coffee mornings School newsletter Homework
TERM 2	P1 pupil (random sample) interview		School Performance	HT Drop in clinic	Review meetings MAAPMs	Interim Pupil Profile Report 1	Community Café Enterprise Homework School newsletter
TERM 3	New pupil interviews (3/4 weeks after enrolment)	New Parent Interviews (3/4 weeks after enrolment)	Pupil Topic Related Presentations - Parents Invited	Open morning (tie in with community café) HT Drop in Clinic	Review meetings MAAPMs	Maths/Literacy jotters home Interim Pupil Profile Report 2	P7 transition events Homework Community Café School newsletter
TERM 4	P1 induction meetings Nursery Visits for new pupils	Parent/pupil interviews - teachers and ASL	End of Year Celebration - Parents Invited	Open afternoon HT Drop in Clinic	Review meetings MAAPs	Final Pupil Profile Report	Sports day

ANNUAL HOLIDAY AND IN SERVICE DATES 2017

Term 1

Monday 21 st August	In-Service: Closed to Pupils
Tuesday 22 nd August	Term 1 Term Begins
Friday 13 th October	Last Day of Term 1

Term 2

Monday 30 th October	Term 2 Begins
Monday 13 th November	In-Service: Closed to Pupils
Tuesday 14 th November	In-Service: Closed to Pupils
Friday 22 nd December	Last Day of Term 2

Term 3

Monday 8 th January	Term 3 Begins
Friday 9 th February	Occasional Day Holiday
Monday 12 th February	Mid Term Holiday
Tuesday 13 th February	In-Service: Closed to Pupils
Wednesday 14 th February	In-Service: Closed to Pupils
Thursday 29 th March	Last Day of Term 3
Friday 30 th March	Good Friday Holiday

Term 4

Monday 16 th April	Term 4 Begins
Monday 7 th May	May Day Holiday
Monday 4 th June	Occasional Day Holiday
Friday 6 th July	Last Day of Term 4

Please also find a link to the annual holiday calendar:

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

SCHOOL UNIFORM ORDER 2017/18

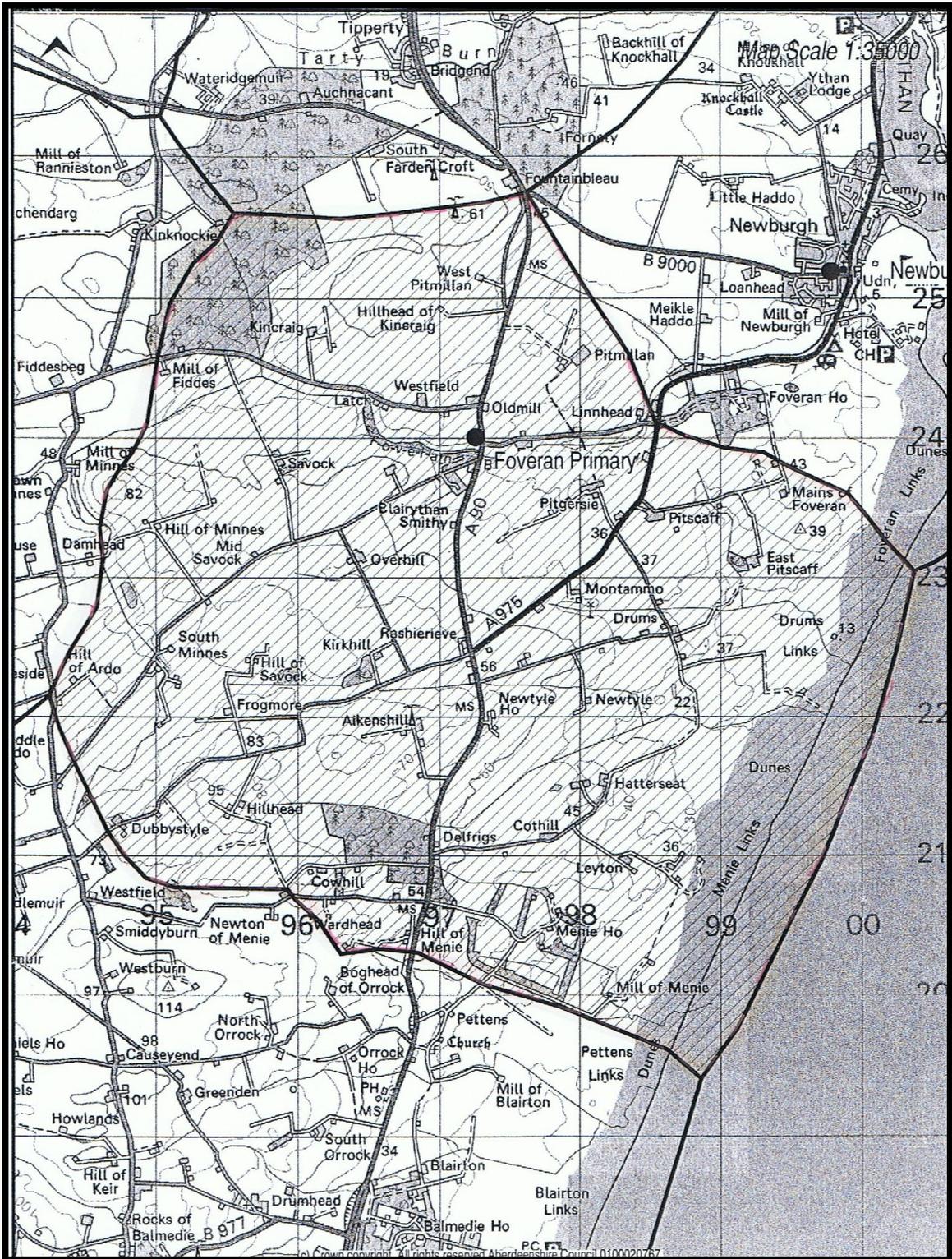
School Logo Items Available		SIZES – please detail larger sizes in box*						No of items	Cost £
		3-4	5-6	7-8	9-10	11-12	* S-XL		
Sweatshirt Oxford Grey	price	£9.50	£9.50	£9.50	£9.50	£9.50	£10.50		
	how many								
Polo Shirt White	price	£8.50	£8.50	£8.50	£8.50	£8.50	£9.50		
	how many								
T-Shirt White	price	£5.50	£5.50	£5.50	£5.50	£5.50	£6.50		
	how many								
Navy ¼ Zip Fleece	price	£13.50	£13.50	£13.50	£13.50	£13.50	£15.50		
	how many								
Navy Full Zip Fleece	price	£13.50	£13.50	£13.50	£13.50	£13.50	£15.50		
	how many								
Navy Rain Jacket Fleece lined	price	£16	£16	£16	£16	£16	£18.		
	how many								
Homework Bag	price	£5							
	how many								
<i>Please make payment with completed order form. All cheques to be made payable to Foveran School Fund</i>							Order Total	£.....
Order placed by									
Signed									
Parent of									

** Please note our suppliers have kindly offered larger sized items (S-L) for pupils use only will be not be charged VAT.

If any order is placed for items to be worn by adults please add 20% VAT to price listed above

Thank you

Map of catchment area



Floor Plan of Forevan School

