



**From mountain to sea**

**Foveran School**

Policy Handbook

2018/19



## Contents

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### Foveran School

Foreward	52
School Vision, Values & Aims	52

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### Curricular Policies

Error! Bookmark not defined.

Rationale	52
Learning and Teaching	52
Assessment	52
Health & Wellbeing	<b>Error! Bookmark not defined.</b>
Languages	<b>Error! Bookmark not defined.</b>
Mathematics	64
Religious and Moral Education	52
Inter-Disciplinary Learning (IDL) Policy	52
Developing the Young Workforce	52
Homework	52
Additional Support Needs	52

---

### Non-Curricular Policies

Error! Bookmark not defined.

Admissions	52
Adverse Weather	52
Anti-Bullying	52
Attendance	23
Behaviour & Discipline	52
Child Protection	52
Complaints	52
Data Protection	52
Fire Safety	52

Getting it Right for Every Child (GIRFEC)	52
Healthcare & Medical	52
Health and Safety Pupils	52
Health and Safety Adults	52
Insurance	52
Internet Safety	52
Letting	52
Photograph & Videos	52
Quality Assurance	52
School Meal	52
Supervision of Pupils	52
Transitions	52
Transport	52

## **Foreword**

Welcome to Foveran Primary School Policy Handbook. This document explains the current procedures employed on a wide range and comprehensive list of tasks, duties and responsibilities undertaken at our school.

Our school policies are always developing and we welcome scrutiny on our procedures to ensure best practice, considering the latest advice from our governing bodies and Education Scotland, evolving with wider societal/cultural changes in attitude and responding to the needs of our school community.

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

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***Hand in Hand towards Excellence***



# School Vision, Values & 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



### Learners' experiences

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

### 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



### 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



# Curricular School Policies

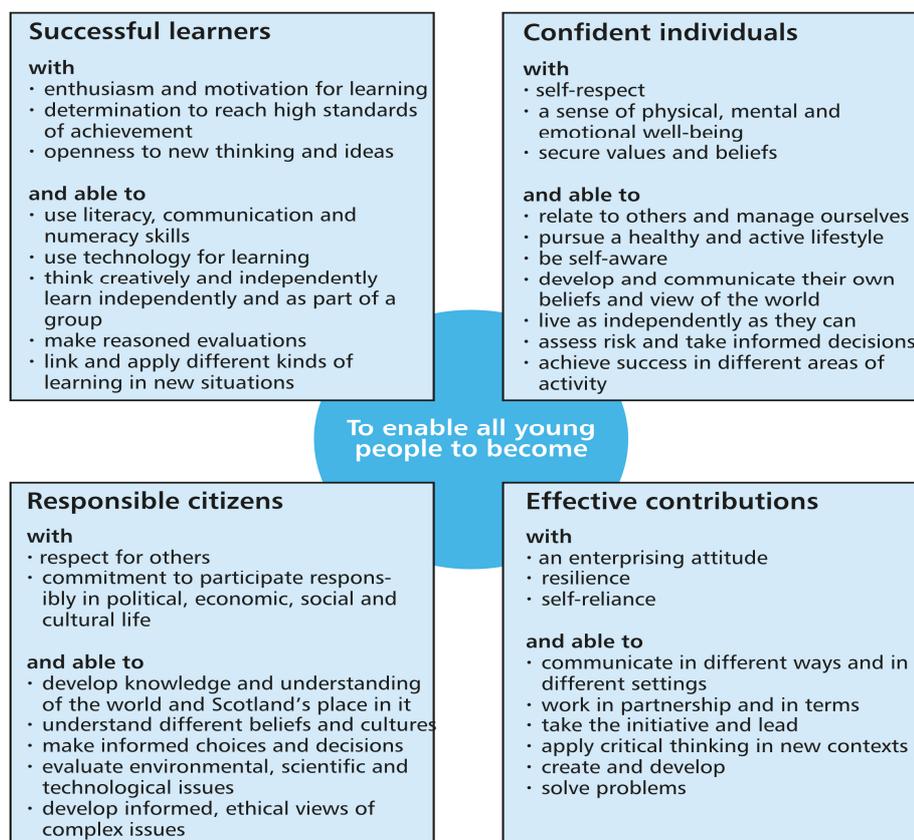
# Rationale

## Our Vision

*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.*

**(Published September 2014)**

To achieve this vision it is essential that we develop a structured curriculum which ensures that all children are provided with learning opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century. The Curriculum for Excellence core values encompass the development of four key attributes;



There are four contexts in which we will base our curricular developments on are as follows;

### 1. The Ethos and life of the school as a community

Our curriculum will encourage our pupils to contribute to the school community at every stage, where they have opportunities to lead their own learning and being instrumental in bringing about change and improvement. Shared values are communicated and promoted through Assemblies, School Website/Twitter and through Personal and Social Education. A wide variety of opportunities take place regularly throughout the year to develop School; Pupil Council, Eco-Committee, Healthy Fit-Kidz, JRSOs and Rights Respecting School Award allowing pupils to grow, develop and support the work of the school.

An ethos of **open, positive, supportive relationships** will be sustained promoting a climate of pupils feeling safe and secure. Positive behaviours will be encouraged and praised whilst remaining sensitive and responsive to our pupil's wellbeing.

### 2. Curriculum Areas and Subjects

At Foveran School all our learners will experience a **Broad General Education** which will include all of the experiences and outcomes from across eight curricular areas, progressing through the levels, as far as this is consistent with their learning needs and prior achievements.



### 3. Inter-disciplinary Learning (IDL)

IDL is a key feature of Curriculum for Excellence, which enhances the curriculum and is reflected in our contextualised planning. We believe that this approach towards delivering the curriculum brings about rich rewards, allowing for increased and improved collaboration across subject areas and leads to exciting and challenging opportunities for our pupils to **make connections across learning** within the context of Broad General Education. Links are increasingly being incorporated into planned approaches.

#### **4. Opportunities for personal achievement**

Our 'Wider Achievement Wall' demonstrates to the Whole School Community the high value we put on our pupils' personal achievements. Our Charity Work involves the whole school and develops the concept of giving. Our Eco Schools' Work, our recently established links with our school, Profa Angelina Lia Rolfsen in Araraquara, Brazil and partnerships with groups such as The Rotary Club, Subsea Engineering and Technology Services, Aberdeen Opera Company and Robert Gordon's University promote social responsibility. The wide and varied programme of extra curricular activities and clubs offer tremendous opportunities for all our pupils.

Foveran School provides our pupils with the regular opportunities to **learn, how to learn**. Personal Learning Plans allow our pupils to select targets appropriate to their age and stage with activities organised by themselves to achieve their stated goals.

Foveran School also has a Life Skills Award giving pupils the opportunity to experience and achieve practical skills useful for developing independence and self-esteem.



#### **Design Principles**

Curriculum for Excellence identifies seven **principles** for curriculum design that are considered and used to evaluate the effectiveness of our planned learner experiences, programmes, resources and quality of curricular policy.

#### **Learning and Teaching**

The success of our curriculum is through the delivery of high-quality learning and teaching. This is at the heart of our work and the use of a variety of teaching methodologies is an essential feature of our curriculum. A wide range of **teaching strategies** is implemented by all staff, where approaches to learning and assessment are varied and pupil-centred. Assessment Is for Learning techniques, direct teaching, self and peer assessment, individual and group work, text-based work and practical work, the use of IT to support learning, outdoor learning, global citizenship, educational visits and visiting speakers are examples of approaches and methodologies designed to actively engage our pupils in their learning.

There is a focus to continually support the professional development of our staff in the field of learning and teaching which involves colleagues sharing practice, within both the school and the Cluster which has led to further reflection of practice, incorporating new ways of engaging and supporting our learners. The school's programme of 'Paired Learning' further promotes high standards and collaboration. Formal and informal observation, survey results, attainment analysis and feedback are considered to promote improvement. Resources are revised and enhanced as funding allows.

### **Transitions**

At Foveran School we ensure that when moving on from P1 to P2 through to P7, and when moving through Curriculum for Excellence levels, class teachers **share information/reflect** about each child with their next teacher/stage of education. This will be, for example, information about learning and achievements, examples of their work, records of their progress and skills development and other relevant information.

# Learning and Teaching Policy

## Aim of policy

It is intended that this policy be used in the following ways:

- as a reference on the underlying philosophy behind effective learning and teaching
- as an indication on current thinking on good practice
- as an aid to self-evaluation in the area of learning and teaching.

## Setting the context

*Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18, firmly focused on the needs of the child and young person and designed to enable them to develop the four capacities. The changes brought about by Curriculum for Excellence should lead to improved quality of learning and teaching and increased attainment and achievement for all children and young people in Scotland, including those who need additional support in their learning.*

### Building the Curriculum 3

The 3-18 Curriculum for Excellence aims to ensure that all children and young people in Scotland develop the **attributes, knowledge and skills** they will need to flourish in **life, learning and work**. The knowledge, skills and attributes learners will develop will allow them to demonstrate these four capacities which lie at the heart of this policy:

### **Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors**

Building the Curriculum 1-5 form the rationale of our learning and teaching practises. Aberdeenshire Council's a Curriculum Framework 3 to 18 Entitlements describes the range of experiences our young pupils have at Skene School. These are:

- A coherent 3 – 18 progression curriculum particularly at points of transition from nursery to P1 and P7 to S1.
- Cultural experiences
- Environmental experiences
- Health and well-being experiences
- Creative and enterprising experiences and
- Vocational experiences.

The curricular areas that we teach in accordance with Curriculum for Excellence are:

- Literacy
- Numeracy
- Health & Well being
- Social Studies
- Sciences
- Technologies
- Expressive arts
- Religious and moral education.

### **Curriculum Design**

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

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

### **Curricular Levels**

Curriculum for Excellence defines five levels of learning.

<b>Level</b>	<b>Stage</b>
<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.

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

For teachers to meet the needs of all learners a wide range of strategies are needed. Examples of good practice in this area are illustrated below under the headings and linked closely to the relevant Quality Indicators (QI's):

- |  |
|--|
| <ul style="list-style-type: none"><li>• 1.1 Improvement through Self-evaluation</li><li>• 2.2 The Curriculum</li><li>• 2.3 Learners' Experiences</li><li>• 2.4 Meeting Learners' Needs</li><li>• 3.2 Improvements in Performance</li></ul> |
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### **1.1 IMPROVEMENT THROUGH SELF-EVALUATION**

To ensure effectiveness in Learning and Teaching a rigorous, planned programme of evaluation needs to take place. All stakeholders have crucial roles to play in this context.

Emerging from evaluative exercises should be confirmation of good practice and, if needed, specification of strategies to pursue in order to improve quality. Staff development needs may also be identified as a result of this process.

The creation of a culture which values open and honest reflection is fundamental to success in this area.

### **2.2 THE CURRICULUM**

Teachers should:

- Aim to achieve the best outcome for each child through partnership between pupils, parents, staff and the wider community
- Ensure that a clear rationale exists with regard to the design of learning experiences
- Implement a curriculum which allows **all** pupils to be challenged and given opportunities for progression

- Review the curriculum on a regular basis
- Ensure that, at times of transition, learners are fully supported
- Ensure our learners are creative, enterprising and prepared for the world of work and their future careers.

The Head Teacher should:

- Ensure all stakeholders are aware of the curriculum rationale based on shared values.
- Encourage all staff to be leaders of learning.
- Ensure quality learning and teaching experiences are being delivered (Quality Assurance calendar)
- Evaluate learning and teaching against the increased expectations
- Work with all staff to develop and refresh the curriculum on a regular basis

### **2.3 Learners' Experiences**

Teachers should:

- Promote a sense of fairness and equality
- Take steps to engage all learners regardless of their background, race or gender
- Reduce barriers to learning through identification of and response to learners' needs
- Create a positive learning environment; engage with learners to ensure their motivation and involvement
- Employ a varied and considered range of approaches to support different learning styles
- Identify and respond to learners' strengths and weaknesses
- Encourage all pupils to be responsible and contribute actively to the life of the school and the wider community.
- Ensure learners feel safe, nurtured, healthy, achieving, active, included, respected and responsible and help to develop these qualities in others.

The Head Teacher should:

- Listen to the pupil voice – regularly meeting with focus groups of children with a specific focus e.g. Maths
- Use pupil voice ideas to feedback to all staff and create next steps.

Engage pupils in conversations about what they are learning and why they are learning it. Pupils should be able to talk about the attributes, skills and knowledge and show their progression through them.

## 2.4 MEETING LEARNERS' NEEDS

Teachers should:

- Plan and deliver purposeful learning experiences
- Match learning activities to the needs of individual learners and groups with differing abilities or aptitudes
- Ensure the pace of learning is appropriate
- Be aware of and respond to information on learners' needs
- Work closely with parents and partner agencies to meet learner needs

The Head Teacher should:

- Audit a random selection of pupils randomly to ensure their needs are being met using the 8 well-being indicators (safe, healthy, active, nurtured, achieving, respected, responsible, included)
- Engage in deep, reflective conversation with all staff about how they are meeting specific needs.
- Use data analysed from standardised assessment to question how we are meeting specific needs.

Ensure Individualised educational programmes and coordinated support plans contain appropriate learning targets for our learners. Parents and learners are involved, where possible, in reviewing learners' needs and learning plans.

## 3.2 Improvements in Performance/Expectations and Promoting Achievement

Teachers should:

- Project high expectations for **all** learners
- Display awareness of the needs of all pupils from those who require additional support to the gifted
- Provide a range of activities for personal and wider achievements and recognise these achievements
- Promote an ethos of achievement through highlighting learners' successes
- Insist on high standards of behaviour and promote a climate of mutual respect
- Develop leadership at all levels
- Ensure next steps are followed to allow all pupils to achieve and progress

The Head Teacher should:

- Have regular focus for learning conversations.
- Analyse standardised assessment data with teachers and plan for progression and next steps.
- Track pupil progress and attainment to ensure it increases/maintains at a consistently high standard.
- Track achievement in a range of activities for personal and wider achievements.
- Encourage responsibility at all levels/ Foster leadership at all levels

## Practical Steps to Support Learning

### **1. Sharing Learning Intentions**

“Learning intentions and success criteria have become paper exercises in many places, where teachers simply go through the motions. The main rationale for learning intentions and success criteria is that they can support and enhance these conversations on a daily basis. If they do not, then they are not worth the paper they are written on.”

Learning Unlimited – Assessment for Learning – A practical guide by Ian Smith

All staff should make themselves familiar with Shirley Clarke’s ‘Outstanding Formative Assessment’ Book. All teaching staff attended training in relation to this in 2015/16.

#### 1. How to write Learning Intentions

- Devise Learning Intentions and Success Criteria at the same time, when possible to ensure they match
- Distinguish between Learning Intentions (the what) and the Success Criteria (the how)
- Make sure that the intention describes the learning and not the task
- Use positive, learner-friendly language

#### 2. How to generate Success Criteria

- Avoid describing the task as the Success Criteria
- Think in terms of ‘strategies for success’ and ‘evidence for success’
- Devise strategies that require pupils to ‘perform their understanding’
- Make sure that the criteria focuses on the understanding and not the process

3. How to share Learning Intentions and Success Criteria with pupils:
- Flag up the Learning Intention at the start of the lesson
  - Display Learning Intentions during the lesson
  - Involve pupils in identifying/creating the Success Criteria
  - Use different Success Criteria and have different groups undertake different tasks
  - Never forget that we learn by having conversations

## 1.1 2. Asking Better Questions

One way in which our questioning can be improved is to ask better questions, that stimulate and support thinking and cause learning.

Ask more **HOT (higher order thinking)** questions:

- What do you think?
- Why do you think that?
- How do you know?
- Can you be sure?
- Is there another way?
- Do you have a reason?

Productive questions have been called “fat”, higher order thinking or “hot” questions.

If you want to enrich your own questions there are a range of strategies you can use. These strategies all involve asking pupils to think about possible answers not just the right answer. Pupils can then apply what they know and understand it a context. This helps them consolidate what they know and understand.

## 3. Promoting Self and Peer Assessment

Why promote assessment by pupils?

- Pupils give each other on-going support and feedback **while** they are learning.
  - The quality of the support that pupils give each other can sometimes be higher than that given by the teacher, simply because the teacher has to spread themselves out amongst the pupils.
  - Through peer and self-assessment pupils develop self-motivation and a positive mindset.

How to adopt self and peer-assessment strategies:

- Clearly explain the ground rules for paired working.

- Give careful thought to choosing groups, especially in practical work.
- Have high expectations about what pupils can achieve together.
- Ensure the success criteria are clear and sufficiently detailed to allow each pupil to give effective feedback.
- Other practical ideas can be found on Page 8 of *Promoting Assessment by Pupils, Ian Smith*.
- Pupils should discuss not only why something is good, but also what strategies were used to make it good.
- Encourage pupils to use their own language to describe quality.
- Use the carousel system.
- Use a wide range of self-evaluating questions.
- Emphasise that having difficulties is all part and parcel of learning.

#### 4. **Making Feedback Count**

A. **Why do we need to make our feedback count?** It will help to close the learning gap between what someone already knows and what they will want/need to know in the future.

B. **How to improve the quality of verbal feedback.** We all have a preferred style: you have to decide what your personal preferences are and make sure that you are not neglecting important styles. See Page 8 in Booklet.

C. **How to make written marking manageable.** Reflect on **why** we are marking – to close the learning gap to be effective and to ensure impact.

D. **How to make written comments count.** Written feedback must cause **thinking** on the part of the student. Consider asking questions for them to respond to.

#### Learning and Teaching Approaches

At Foveran School we aim to deliver a curriculum for all our pupils that is coherent, flexible and enriched. We strive to support our less able learner's and challenge our more able pupils. We work to implement the following learning and teaching approaches.

**Active Learning Experiences:** a hands on approach where pupils can see the relevance to real life situations. There should be a balance of textbook, written and active work to reinforce learning. Active Learning also promotes cognitive thinking – active minds.

**Cooperative Learning:** a strategy enriching **group work, academic goals and social goals.** Specific roles are given with children being accountable for their learning.

**Interdisciplinary Learning (IDL):** At Foveran School we explore ways to deliver well planned interdisciplinary projects. These focus on a selection of experiences and outcomes and support learners in making links across different aspects of their learning. They build opportunities for progression in knowledge, understanding and skills. These opportunities provide deep learning.

**Group work** with clearly defined **allocated roles** so pupils understand their part in the task.

**Outdoor Learning Experiences** that maximise the use of the outside playground space: planters, allotment, etc as well as the wider local community: Haddo House Forest School & Balmedie Beach.

Use of **Games Based Learning** and as a stimulus, SMART boards and other interactive **new technologies** e.g. digital cameras, netbooks and iPADS's.

**Teacher/ peer and self-assessment strategies.** Assessment is for Learning Strategies (AiFL) are used to show pupils what they have achieved in their learning, what they need to do to improve and how they can go about achieving this. Pupils are assessed by their teacher and are taught how to assess themselves and their peers. Some AiFL strategies used include thumbs up, no hands up, lollipop sticks, 2 stars and a wish, tickled pink and green for growth, traffic lights and learning partners.

**Cross curricular learning** with Literacy, Numeracy and Health and Well-being forming the core elements.

**Collaborative Learning** is frequently most effective when learners have the opportunity to think and talk together, to discuss ideas, analyse and solve problems. This is central to many of the experiences our pupils experience at Foveran School.

**Learner's as Leaders** - Opportunities for our **pupil voice** to be heard e.g. Pupil Council, RRSA Group, Eco Group, Healthy Fit Kids, etc.

Our **Additional Support Need** teacher works throughout the school in the 5 roles: Consultancy, Cooperative teaching, direct teaching, Staff development and liaison with partner agencies. In addition, our Support Staff are well utilised to meet the needs of all our pupils. Outside agencies are used when intervention is required to support pupils to ensure we 'Get it Right for Every Child' (GIRFEC): Educational Psychology, Speech and Language Therapy, occupational Therapy, Social Work, English as an Additional Language, School Doctor and Nurse etc. We work hard to ensure each child in our care is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Teachers evaluate and work with parents to inform them of strategies that are in place in school.

**Leadership** is fostered at every level in Skene School. Our teachers lead curriculum areas: Outdoor Learning/Eco Schools, Science, Digital Literacy, RRSA, Health Promoting Schools. This is an area that we will continue to develop.

**Achievements** are celebrated using our Achievements Wall, Skene's ACE Book, Newsletters and at Assemblies.

The work of our pupils is shared with parents and carers in our **Curricular Open Afternoons and Evenings**.

**Creativity and enterprise** is encouraged where possible e.g. Community Café, Christmas Fayre, Nativities, School Shows etc.

**Parental/ Community Partnership** is encouraged. This can be through curricular events, parent's evenings, parent helpers/volunteers, focus group members. An open door policy operates throughout the school. We work closely with a range of local partnerships: Foveran Village Hall Committee, Foveran Mother & Toddler Group & Foveran Church.

### Learning styles

All pupils work in a different way and have a preferred way of learning. The VAK model suggests three different styles – visual, auditory and kinaesthetic. As we teach, we try to take into account all three styles to ensure we help each child reach their full potential.

Some key points for each style...

**Visual** - Learns best when they can see what they are learning or have visual aids e.g. pictures, objects.

**Auditory** - Enjoys learning by hearing new information or discussing. This can come in a variety of forms – teacher lead instruction, group discussion, DVD, audio text.

**Kinaesthetic** - Enjoys a more hands on approach to learning, perhaps through movement, design, modelling, creating, constructing or ICT.

# Assessment Policy

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

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

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

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

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

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

Parents will be informed of progress:

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

## **Developing Young Workforce Policy**

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/>

## **Health & Wellbeing Policy**

Aims “Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- Experience challenge and enjoyment.
- Experience positive aspects of healthy living and activity for themselves.
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- Make a successful move to the next stage of education or work.
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.” Health and Wellbeing Principles and Practice

We aim to deliver a health and wellbeing programme which allows teachers scope to plan for a wide variety of experiences which will enable young people to develop the knowledge, skills and capacities which they need for mental, physical, social and emotional wellbeing now and in the future. We aim to deliver two sessions of physical activity per week.

A variety of activities have been created for Early, First and Second Level based on the Health and Wellbeing outcomes and experiences from Curriculum for Excellence. These have been structured underneath the following organisers:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse

- Relationships, Sexual Health and Parenthood

# Languages Policy

## Rationale

*“Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work.”*

*Literacy is an over-arching subject that is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Every teacher in each area of the curriculum needs to find opportunities to encourage our pupils to explain their thinking, debate their ideas and read and write at a level which help them to develop their language skills further.*

***Building the Curriculum 1***

## Aims and Objectives

- **Improvements in performance**
  - Improved standards of attainment over time
  - Improved overall quality of learners’ achievement
  - Increased impact of higher literacy standards across the curriculum
  
- **Learners’ experiences**
  - The extent to which learners are motivated and actively involved in their own literacy learning and development
  
- **The Curriculum**
  - The continuing development/improvement of the curriculum from this current policy
  - Developing pedagogy, programmes and courses
  - Developing/improving transitions between stages (including approaches to and provision for meeting the emotional, physical and social needs of children and young people)

➤ **Meeting learning needs**

- Improved tasks, activities and resources
- Identification of learning needs with specific learning targets created
- The roles of teachers and specialist staff to best support pupils

➤ **Improvements through self-evaluation**

- Continued commitment to self-evaluation to best improve literacy and English involving all stakeholders.

## Literacy and English Curriculum Area

### Talking & Listening

Listening and talking is at the heart of all learning and will take place daily throughout the whole curriculum. A specific lesson on listening and talking will take place regularly and provide the opportunity for the development of specific skills and assessment.

	P1	P2	P3	P4	P5	P6	P7
Listening Skills							
Skills of Social Conventions							
Recounting							
Description/Explanation							
Giving/Responding to Instructions							
Classification							
Questioning and Enquiry							
Negotiation							
Persuasion							

### Reading

In primaries one to three, pupils are taught comprehension and word attack skills using a guided reading approach. All books, both fiction and non fiction, are organised by text banding and have been selected from a wide range. Children do not follow a specific reading scheme but are encouraged to read a wide variety of texts matched specifically to their ability

Guided reading involves:

- Introduction/walkthrough (teacher encourages pupils to predict the content and goes through each page, drawing attention to significant or difficult vocabulary).
- Independent reading (pupils read text aloud at their own pace, monitored by teacher).

- Returning to the text (discussion of the story linked to characters, events, setting, significant vocabulary, authors choice of words).
- Follow up activities (range of active integrated literacy tasks e.g. sequencing, strip books, etc).

Children are taught specific word attack strategies including:

- Visual cues (word shape, pictures)
- Re-reading (context, grammatical clues)
- Visual/Auditory Clues (initial/final letter, phonemes, syllables)
- Sound out all the letters and blend them together.
- Read the sentence again.

Comprehension strategies taught will include:

- Monitoring understanding – skimming and scanning text, make predictions, ask and answer questions, identifying key words which give information.
- Summarising – main events, scan for specific information, evaluate text.
- Recognising story structure – setting, events, and plot.
- Using pictures and word plans – identifying pictures, diagrams, headings, illustrations that make information clear.
- Answering questions – ‘Find it, prove it, and talk about it’.
- Other strategies – use of grammar/word attack/punctuation to self correct, authors’ use of words/phrases/devices.

Children progress from the banded books to novels when they demonstrate good levels of comprehension, fluency and independence. This is most often when children reach the end of the gold level of banded books, usually during primary three, when they will progress onto the skinny novels. At this point the children are encouraged to talk about the text in order to search for meaning and show a clear understanding. Developing fluency shifts from reading aloud to being encouraged to read for longer periods of time either independently or with a partner.

Higher order thinking skills and comprehension strategies taught will include:

- Using active thinking about prior knowledge (metacognition) – what do I already know?
- Using active thinking about words and phrases (metalinguistic) – developing their vocabulary, word building and knowledge of writer’s craft.
- Using active thinking about sensory images (visualisation) – creating images/pictures in the mind, abstract ideas, elaborating/comparing/discussing, mind mapping.
- Using active thinking to draw inferences (metacognition) – using stated and implied messages to find out about characters, settings, main events, etc.
- Using active thinking to find main ideas (metacognition) – using stated and implied messages, reading between the lines.
- Using active thinking to summarise the text (metacognition) – condensing the key message, summarising the essence of meaning, etc.

In order to develop skills in reading and understanding, children will be encouraged to:

- Read, think, question and take notes.
- Discuss, share and question.
- Draw conclusions and clarify understanding.

Word attack strategies are the same for all children from primaries one to seven.

In addition to the teaching of fiction using novels, pupils are provided the opportunities to read a wide range of non-fiction texts. Teachers select appropriate texts to match the children’s ability, books have been sourced to provide challenge, variety and choice and have also taken into account pupil interests. When teaching non-fiction, teachers must provide opportunities for learners to:

- Identify and read sections/topics that are of interest.
- Record their prior knowledge of the topic.
- Make notes as they read to clarify understanding and allow them to share their thoughts with others.
- Use their notes to produce high quality writing.
- Present their knowledge to others.
- Discuss how their knowledge/opinion has been changed/affected.
- Carry out further research on the topic using other sources.

In addition to this children will be encouraged to participate in paired reading activities with a peer, older child or adult and will be given opportunities to read independently for enjoyment.

## **Writing**

Children will experience a weekly taught writing lesson during which they will be explicitly taught using the features of genres as detailed in CFE. The six main genres for writing are **instructional/procedural, narrative, explanations, information reports, persuasion and recounts**. Pupil targets and success criteria for each genre are shared with pupils and a list of core targets across all genres will be inside the front cover of their taught writing jotter.

Children should be encouraged to make use of their skills in writing across all areas of the curriculum. They should consistently demonstrate the same high standards in writing that they have shown during the taught writing lesson.

Success in writing is dependent on the development of the following skills:

- Accuracy in spelling a range of words.
- Grammatical knowledge and punctuation.
- Understanding of and an ability to write in a variety of forms.
- Ability to appreciate the writer's craft.
- Neat, legible handwriting.

These must be taught specifically through direct teaching, modelling and discussion of the types of text. Children should be given the opportunity to practice these skills on a daily basis through independent writing contexts. All children will experience a weekly taught grammar and handwriting lesson with opportunities for reinforcement and consolidation.

During writing sessions children will be supported by the class teacher and in some cases a Pupil Support Assistant (PSA) or Support for Learning Teacher. As children's understanding of the written language progresses, they are encouraged to write independently.

**Grammar and handwriting** are important technical skills which are developed through specifically taught lessons. We use Nelson Grammar and Handwriting to support the teacher in providing a

coherent and progressive course for teaching these technical skills. During writing lessons the children will be expected to demonstrate their ability and understanding of these skills.

At the editing stage children are encouraged to read over their work, check spelling, add detail and make improvements.

## **Phonics & Spelling**

In primaries one to three, spelling and phonics are taught separately. In phonics, children are taught the initial sounds before moving on to phonemes. Sounds and phonemes are taught using a variety of strategies including songs, rhymes and magnetic letters. The Jolly Phonics resource is used at this stage.

Pupils are quickly encouraged to blend their taught sounds together to make words. Using magnetic boards children are encouraged to **say, make/break, blend, read and write** words using their magnetic letters. At primary two and three the children are encouraged to cover the word before they write it.

Common words form the basis of the spelling programme. Pupils are introduced to the words appropriate at their stage and are encouraged to read and write these words correctly through focused lessons and in their daily writing activities. At primary two and three spelling will also involve words linked to the learned phoneme and activities may include dictation.

In primaries four to seven, spelling and phonics are more combined. Children will receive regular input on specific spelling patterns, rules and strategies and use a variety of activities on a daily basis to reinforce these. The school's core programme is intended to be a natural progression from the spelling component of the *North Lanarkshire Active Literacy* programme. Level 1 of the core programme covers the same phonics (along with similar key-words) as the lists of spelling words in *Active Literacy*. It is hoped, therefore, that the majority of pupils who go through the initial three stages of *Active Literacy* will arrive in Primary 4 with a spelling age in line with (or above) their chronological age and will be able to embark on the core programme at least midway through Level

## **Interdisciplinary Learning (IDL)**

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed stage learning which is interest based

The Foveran School curriculum includes space for learning beyond subject boundaries, so that children can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

## **Opportunities for Personal Achievement**

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. Foveran School offers opportunities for recognising achievement through assemblies, Personal Profiles, displays and one-to-one attention given to individuals, teasing out the intricate details of their achievements and the journey they went through to get it.

## A Framework for Learning and Teaching of Modern Languages (French and Spanish)

### Introduction

Foveran School recognise the importance of learning a foreign language and embraces the Principles and Practice as outlined in the Curriculum for Excellence : Modern Languages document.

At Foveran School, Spanish is taught to all pupils in our upper stages class. As encouraged by Education Scotland 'Language Learning in Scotland, A 1+2 Approach' we teach our infant class basic French to help prepare the pupils for the more formal curricular exposure in the senior class.

At Early and First levels, children will be developing generic skills in their first language. These include taking part in conversations, developing listening, reading and writing skills and knowledge about language. All of these are relevant to learning other languages. Within Modern Languages at these stages teachers will be able to build on children's natural curiosity for sounds and words, and their strong desire to communicate. Activities will include playing games, singing songs, carrying out simple instructions, and playing with simple poetry and rhyme. In this way they can begin to be enthusiastic, confident language learners from the outset.

Whenever they start their learning of another language, children need to experience success by taking part in practical activities that they can enjoy. Language learning is greatly enhanced where it is linked to or embedded in the wider curriculum so that children and young people can enjoy exploring and using language in meaningful contexts. Very importantly, teachers can make great use of opportunities to link language learning with progress in English and with other languages used by people in the school community, enabling children to explore and experiment with sound patterns and make links and comparisons between languages.

Through the use of the experiences and outcomes support their planning, by the end of Primary 7, the majority of children will have learned the skills necessary to:

- Give a short presentation about themselves
- Take part in simple conversations and transactions
- Understand classroom instructions and personal information
- Enjoy listening to a story, song or poem
- Read aloud a simple text

- Read and understand a short text
- Write a few sentences about themselves and others.

The aims of modern languages make clear the intrinsic value of learning a foreign language and the contribution it makes to the development of young people as contributing members of an international society and in the world of work.

### **Time Allocation**

There are no specific input requirements in terms of time allocations. The emphasis in modern languages is on ensuring that each learner achieves an acceptable level of proficiency in the language.

Curriculum for Excellence allows for both professional autonomy and responsibility when planning and delivering the curriculum... The framework provides flexibility to organise, schedule and deliver the experiences and outcomes in ways that meet the needs of all learners, but also provides reassurance about consistency where necessary.

### **Staff Development**

Staff development needs in Modern Languages will be identified through the Professional Review and Development Process which is integrated with the school development process. All members of the teaching staff will have access to advice and staff development as necessary, within the resources available.

# Mathematics Policy

## Rationale

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

All teachers have responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers will need to plan to revisit and consolidate numeracy skills throughout schooling.

*Building the Curriculum 1*

## Aims and Objectives

- **Improvements in performance**
  - Improved standards of attainment over time
  - Improved overall quality of learners' achievement
  - Increased impact of higher mathematical standards across the curriculum
  
- **Learners' experiences**

- The extent to which learners are motivated and actively involved in their own mathematical learning and development
  
- **The Curriculum**
  - The continuing development/improvement of the curriculum from this current policy
  - Developing pedagogy, programmes and courses
  - Developing/improving transitions between stages (including approaches to and provision for meeting the emotional, physical and social needs of children and young people)
  
- **Meeting learning needs**
  - Improved tasks, activities and resources
  - Identification of learning needs with specific learning targets created
  - The roles of teachers and specialist staff to best support pupils
  
- **Improvements through self-evaluation**
  - Continued commitment to self-evaluation to best improve numeracy and mathematics involving all stakeholders.

## The Curriculum

Number, money and measurement is at the heart of all learning and will take place daily throughout the whole curriculum. A specific lesson on number, money and measurement will take place regularly and provide the opportunity for the development of specific skills and assessment.

*E= Early (Nur-P1), 1<sup>st</sup> Level (P1-4), 2<sup>nd</sup> Level (P4-7), 3<sup>rd</sup> Level (P7-Academy)*

		E	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Number, Money and Measurement	Estimation and Rounding				
	Number and number processes <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Negative Numbers</li> </ul>				
	Multiples, factors and primes				
	Powers and roots				
	Fractions, decimal fractions and percentages <ul style="list-style-type: none"> <li>• Ratio</li> <li>• proportion</li> </ul>				
	Money				
	Time				
	Measurement				
	Mathematics – Its impact on the world, past, present and future				
	Patterns and relationships				
	Expressions and Equations				

Shape, Position and Movement	Properties of 2D/3D shapes and objects	■	■	■	■
	Angle, Symmetry and transformation	■	■	■	■
Information Handling	Data and Analysis	■	■	■	■
	Ideas of chance and uncertainty	■	■	■	■

All children will be given the opportunity to build upon previously learned skills thus encouraging continuity and progression. They will self/peer-evaluate their own performance considering the attributes and qualities of a confident individual. Children will be given the opportunity to work in pairs, trios, and groups for a variety of purposes.

For more detail on the breakdown of expectations at each level please refer to Education Scotland; ([http://www.educationscotland.gov.uk/Images/numeracy\\_mathematics\\_experiences\\_outcomes\\_tcm4-539878.pdf](http://www.educationscotland.gov.uk/Images/numeracy_mathematics_experiences_outcomes_tcm4-539878.pdf)).

### **Scottish Heinemann Maths (SHM)**

This maths scheme is widely used across Scotland due to its specific reference to Curriculum for Excellence Experiences and Outcomes, high quality planning support and guidance, active learning pedagogy and fun, colourful, non-threatening workbooks/textbooks (See Appendix 1).

The scheme does provide an excellent framework for delivering mathematics but this is supplemented with a range of other resources to ensure the pupils receive a broad range of learning experiences that cater to the wide variety of learning styles.

Foveran School has invested in the collaborative problem solving resources from Heinemann. This allows the pupils to apply their mathematical problem-solving skills in contexts that are topical, relevant and meaningful. Our pupils will develop the key skills required to tackle and solve mathematical problems;

- reading and making sense of a problem
- recognising key words, relevant information and redundant information

- finding parts of a problem that can be tackled
- recognising the mathematics which can be used to help solve a problem
- deciding which number operation to perform and in what order
- presenting information and results in a clear and organised way
- checking whether answers make sense

## Numicon

With **problem-solving**, **reasoning** and **conversation**, it provides an excellent physical representation for our more visual/kinaesthetic learners (See appendix 2). An excellent resources for our mathematicians that assist by:

- Developing **fluency** by using a practical base to develop conceptual understanding and fluent recall.
- Helping children to **reason mathematically** through the use of concrete objects and **spoken language** to explain and justify.
- Developing our pupils into confident **problem-solvers**.

## BIG Maths

Big Maths is an excellent resource for improving our mental arithmetic/agility by using CLIC (Counting, Learn Its, It's Nothing New and Calculation). It makes new learning easy and obvious to children by cashing in on the timeless natural laws of Maths.

'Big Maths Beat That' Challenges consist of the CLIC Challenges and Learn Its Challenges, which collectively provide a set of comprehensive questions that assess a child's ability in core maths. 'Big Maths Beat That' has been specifically designed as the assessment element of Big Maths and allows a teacher to measure the progress of each child on a weekly basis.

The CLIC Challenges (see appendix 3) are aligned to each term of a child's journey through Primary School, assessing their knowledge of core maths skills and their position on that journey. This allows teachers and school leaders to keep a constant 'progress check' as the weeks go by... all linked into Curriculum for Excellence age expectations!

The Learn Its Challenges assess those essential facts that, once secure, will allow a child to continue their journey, tackling increasingly complex questions more logically and successfully. Teachers must ensure that the child can recall their Learn Its instantly before attempting the next challenge.

'Big Maths Beat That' Challenges inform teachers of each child's ability, which therefore accurately identifies the spread of ability across a class and informs planning and next steps.

### **Education City**

Education City is an online resource full of exciting stage-appropriate mathematics to assist and complement classroom teaching.

- Activities are mapped to national learning experiences and outcomes
- An exciting way to learn Level 1 and Level 2 mathematics with friendly characters and fun, reward-based activities
- Improve attainment by using mathematics activities and learn screens to practise mathematics skills in the classroom and for formative assessment
- Use Tests to track improvements in attainment
- Use Topic Tools for introducing new mathematics topics to the class
- Competitive mental maths game, Play-Live Maths, is perfect for improving mental mathematics skills

## **Interdisciplinary Learning (IDL)**

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed stage learning which is interest based

The Foveran School curriculum includes space for learning beyond subject boundaries, so that children can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

### **Equality Statement**

*“The Foveran School staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.”*

***Ref: (UNICEF, CRC, Article 28)***

# Scottish Heinemann Maths Components



1 AGES 5-6 Towards Level A CIE Early Level	2 AGES 6-7 Completes Level A Towards Level B CIE First Level	3 AGES 7-8 Completes Level B CIE First Level	4 AGES 8-9 Towards Level C CIE First Level	5 AGES 9-10 Completes Level C Towards Level D CIE Second Level	6 AGES 10-11 Completes Level D CIE Second Level	7 AGES 11-12 Level E CIE Second Level
Teaching File Including Pupil Sheets and Home Activities	Teaching File Including Pupil Sheets and Home Activities	Teaching File Including Pupil Sheets and Home Activities	Teaching File	Teaching File	Teaching File	Teaching File
		Answer Book	Answer Book	Answer Book	Answer Book	Answer Book
Teacher's Resource Pack Includes number cards & lines, resource sheets & clock faces	Teacher's Resource Pack Includes number cards & lines, resource sheets & clock faces	Resource Sheets	Teaching Resource Book	Teaching Resource Book	Teaching Resource Book	Teaching Resource Book
	Heinemann Teaching and Learning Software	Heinemann Teaching and Learning Software	Heinemann Teaching and Learning Software	Heinemann Teaching and Learning Software	Heinemann Teaching and Learning Software	Heinemann Teaching and Learning Software
5 Activity Books with built-in assessment	5 Activity Books and 1 Number Extension Book with built-in assessment	2 Activity Books, 1 Textbook, 1 Extension Textbook	1 Activity Book, 1 Textbook, 1 Extension Textbook	1 Textbook, 1 Extension Textbook	1 Textbook, 1 Extension Textbook	1 Textbook, 1 Extension Textbook
Check-ups (as PCMs and Workbooks) Round	Check-ups (as PCMs and Workbooks) Round	Assessment Workbook and PCMs	Assessment Workbook and PCMs	Assessment Workbook and PCMs	Assessment Workbook and PCMs	Assessment Workbook and PCMs
Pupil Activity Software	Pupil Activity Software	Pupil Activity Software	Pupil Activity Software	Pupil Activity Software	Pupil Activity Software	Pupil Activity Software

TEACHING RESOURCES

PUPIL RESOURCES

## Numeracy Nailed 1

C	Progress Drive	Steps	Progress Drive	Steps
	Saying Numbers	✓	Actual Counting	✓
	Reading Numbers	6	Counting On	✓
	Squiggleworth	2 (i)	Counting Multiples	4
	CORE Numbers	3	Count Fourways	20s, 200s, 2000s, 1/4s
	Counting Skills	✓	Counting Along	1

L	The Learn Its Schedule
	10

I	Progress Drive	Steps	Progress Drive	Steps
	Pim the Alien	1	Smile Multiplication	
	Adding with Pim	3	Coin Multiplication	2
	Doubling & Halving	3   3   3	Where's Mully?	
	Jigsaw Numbers	3	Pom's Words	
x10 & ÷10	1   1	Fact Families	4	

C	Progress Drive	Steps	Column Methods	Progress Drive	Steps
	Addition	25		Addition	2
	Subtraction	28		Subtraction	2
	Multiplication	9		Multiplication	
Division	17	Division			

# School Group Policy

## **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:

- 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 Schools Award Group - develop their awareness of the United Nations Convention on the Rights of Children
- Pupil Council – Discussing pupil priorities, school events and the school improvement plan

## Religious and Moral Education Policy

Rationale “Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world’s other major religions and to beliefs which lie outwith religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought-provoking background for our children and young people to develop their own beliefs and values.

Religious and moral education enables children and young people to explore the world’s major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own

- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

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

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 School Chaplain 'Rev. Ricky Reid' and a local Christian 'James Strachan' visits the school on a regular basis to tell bible stories and teach about morals/values.

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.

## Homework Policy

The purpose of this policy is to give pupils, staff and parents/ carers guidance on how homework is approached at Foveran School.

We recognise the need for homework to fit suitably with the challenges of modern life and how it should also reflect an understanding of our school community. We place value on the learning that takes place outside of school across a range of situations including; playing outside, attending clubs, building friendships and developing life skills.

The most up to date educational research, including the work of John Hattie, has been used to support critical thinking, debate and evaluation.

Who is Responsible?

Staff- will ensure that the homework given is both relevant and meaningful to the learner.

Parents/ Carers- should support the learner in tasks, and should communicate any difficulties or concerns with the class teacher.

Pupils- should be encouraged to complete the homework to the best of their ability, with a sense of pride.

How will the policy be implemented? According to Professor John Hattie: "Homework that provides another chance to practice something already taught and for which a student has the beginnings of mastery can be effective" (Hattie 2016). With the above in mind, Reading homework and mental maths will be given regularly according to age and stage. Class teachers will also provide suggestions of other open-ended learning activities pupils and families may want to investigate (optional).

Homework could typically include;

- \*Structured reading from P1 onwards.
- \*Mental maths skills practice

- Reading for enjoyment
- ICT based learning tasks across all areas.
- Talk homework.
- Researching current learning topics
- Life skills challenges
- Whole school challenges
- Family games

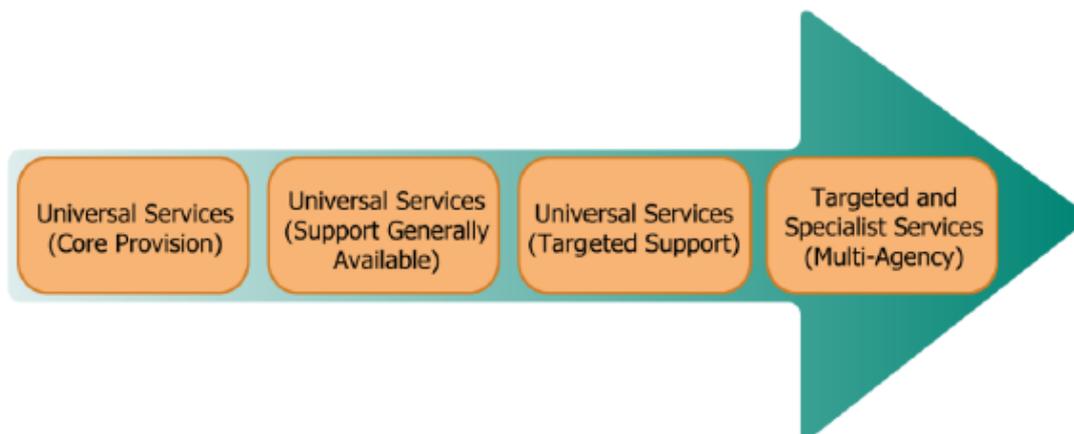
# Support for Learning Policy

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.

## **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, Resected, 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/>

# Non-Curricular School Policies

**At Foveran School, we promote anti-racist, anti-sexist values and encourage equal opportunities. We promote multi-culturalism 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.**

## Admission Policy

### **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/>

#### **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>

# **Adverse Weather Policy**

To facilitate the safe and easy evacuation of school, should the need arise, the following procedures have been agreed:

## **Closure before the start of school**

In the event of closure due to adverse weather conditions, the following procedures should be followed:

- Head Teacher to contact school transport.
- Notification of school closure will be put on Aberdeenshire Emergency Information Phone Line (0870 054 4999 PIN 021760)
- Notification will be made on Twitter.
- This information will also be placed on the Aberdeenshire website under school closures heading.

## **Closure before the start of school (not due to adverse weather)**

In the event of an unexpected closure before school, which is not due to adverse weather conditions, the following procedures should be followed:

- Head Teacher to validate school closure with QIO or Head of Service
- Head Teacher to contact school transport. If transport has already picked pupils up then school transport will return to collection point and confirm the safe arrival of all pupils with an adult.
- Head Teacher to e-mail all affected families.
- Notification of school closure will be put on Aberdeenshire Emergency Information phone line (0870 054 4999 PIN 021760)
- Notification will be made on Twitter.
- This information will also be placed on the Aberdeenshire website under the School Closures heading.
- Any staff that have arrived at school will be dismissed in the following order; Auxiliary staff (Janitor, Cleaner, Catering staff, SFL, Specialists, Administrators, Clerical, etc), Teaching staff and finally the Head Teacher.
- All pupils should discuss with families a contingency plan in the event that school staff have been delayed in arriving at school to supervise an orderly closure.

## Closure during the school day

- Head Teacher or teacher with responsibility will place a message on the Aberdeenshire Emergency Information phone line (0870 054 4999 PIN 021760). Given information should be as brief as possible, but will include the date, reason for closure, the time children should be collected and whether school transport is available.
- In the case of the school being closed due to poor weather conditions, this information will also be placed on the Aberdeenshire website ([www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk)) under the School Closures heading.
- Administrative staff will initiate contacting affected families.
- Staff will be dismissed in the following order; Auxiliary staff (Janitor, Cleaner, Catering staff, SFL, Specialists, Administrators, Clerical, etc.), Teaching staff and finally the Head Teacher. It is important to retain a school premises ratio of 1 adult: 10 pupils.

At the start of each session, parents will be asked to complete forms giving details of back up emergency contacts to be used in the circumstances when parents are not able to be contacted.

Families/school bus drivers are reminded that pupils should never (especially in adverse weather periods) leave pupils in the playground until sufficient school staff supervision has been confirmed.

It is required by Aberdeenshire Policy, that each child must have at least one emergency contact within walking distance of the school.

## **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

**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.

## **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.

## **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.

# Anti-Bullying Policy

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.

# **Attendance Policy**

## **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 9:30am 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](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.

### **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/>

# **Behaviour and Discipline Policy**

## **POSITIVE BEHAVIOUR MANAGEMENT**

Positive Behaviour Management is a vital component in helping Foveran School to achieve its aims and values.

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.

## **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](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

# Child Protection Policy

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** Mon-Fri 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/>

## **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/>

# Complaints Policy

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/>

## **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](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://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: <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 1<sup>st</sup>

15 Frithside Street

Fraserburgh

Aberdeenshire

AB43 9AR

Tel no 01346 512733

Fax no 01346 512810

Email [fraserburgh@children1st.org.uk](mailto:fraserburgh@children1st.org.uk)

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

[www.sclc.org.uk](http://www.sclc.org.uk)

# **Data Protection Policy**

The General Data Protection Regulations (GDPR (EU) 2016/769 came into force on Fri 25<sup>th</sup> May, 2018. Aberdeenshire Council is committed to full compliance with these regulations. When you are asked for information by Education & Children's Services, we will tell you why we are collecting the information, how long we will hold it and the legal basis for gathering this information. A Privacy Notice has been issued to all schools relating to the information we hold on yourself and your child/ward.

## **The information we collect from you**

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

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

## **Your Data, Your Rights**

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at:

<https://www.aberdeenshire.gov.uk/online/legal-notices/>. Alternatively you can contact the Council's Data Protection Officer by emailing [DataProtection@aberdeenshire.gov.uk](mailto:DataProtection@aberdeenshire.gov.uk) or in writing at: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

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

## **Legal Basis for Processing**

The Council, as an Education Authority, is legally required to deliver an education to your child under the terms of the Education (Scotland) Act 1980 as amended.

## **Parental Access to Records**

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

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

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

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

## **ScotXed**

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

## **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.

## Fire Safety Policy

In the event of the fire alarm sounding, the following procedures will be initiated:

- Children will be advised to line up quickly and quietly at the appointed door of their classroom (first choice)
- If 2 or more adults are present in the room, one will lead the children out the appointed route as indicated by the **Fire Escape Route Plan**. The second adult will bring up the rear in order to ensure no children fall behind.
- If only 1 adult is present, a child will be directed to lead the class out the designated route while the **teacher brings up the rear** in order to ensure no children fall behind. Teacher to ensure that first choice route is clear before giving the command for children to start.
- Whenever possible, **but only if safe to do so**, staff should close doors and windows as they leave.
- Administrative staff or head-teacher will check toilets.
- Everyone will assemble in front of the car park fence on the far side of the playground.
- Administrative staff will provide registers in order that teaching staff can ensure every child is accounted for.
- All staff and pupils to remain at the rendezvous point until advised otherwise by the head-teacher.
- When staff and pupils are calm the school gates will be opened to allow access for the fire brigade.

The following Fire Systems and Procedures will be followed in order to maximise the efficiency of the Fire Evacuation Policy.

- Fire alarms will be tested on a weekly basis. These tests will be recorded in the Health & Safety folder held in the head-teacher's office.
- Fire drills to practice evacuating the school will be held termly. The results of the drills will be recorded in the Health & Safety folder held in the head-teacher's office.
- Monthly checks of fire access corridors will be made to ensure these routes are kept clear.
- At the start of each session, staff will go over the Fire Evacuation Procedures with all pupils.

## IN CASE OF A FIRE at Foveran Village Hall

1. **Shout Fire, Fire, Fire**
2. **Evacuate the Hall by the marked FIRE Exits**
3. **Check there is no one in the toilets**
4. **Direct all people to the Muster Point** – the far corner of the hall car park – muster sign is on the carpark wall facing the park

(Stay away from the entry/exit point of the car park

As that's where the fire engines will enter at speed)

5. **Ensure there is no one missing, account for everyone**
6. **Call the Emergency Services on 999** – tell them you are at Foveran Hall in Blairythan Terrace, Foveran, tell them if you think there is anyone trapped in the building and/or you have accounted for everyone.
7. **Call the School on 01358 789219** – a staff member will walk to the muster point and accompany the pupils safely back to school. One member of staff should stay to liaise with fire brigade/hall committee.
8. **Call the Committee Secretary** to advise on:  
01358 789236

# Getting it Right for Every Child Policy

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 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: Head Teacher, Mr David Williams

## **Educational Psychology**

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from pre-birth to 24 years old. We work with children, young people, families, educational staff, local authority

colleagues and a wide range of other professionals including health professions, social work, early years partner providers and post school training and education providers.

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

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

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

### **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/>

### **Healthcare & Medical Policy**

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/Supporting-Children-Managing-Medicines-Educational-Establishments.pdf>

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

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

# **Health and Safety Pupils Policy**

This document aims to pull together all of the health and safety procedures in place across the school. These measures are in place to protect our children, our staff and those in the wider school community.

## **First Aid**

All of our PSA's have valid first aid training and at every break and lunch time a PSA is timetabled specifically for first aid.

When a pupil receives first aid, the child will receive a slip to take home to parents / carers briefly explaining the incident and the first aid which has been administered. Where the injury is considered significant, or if the injury involves a head-knock, parents will always be phoned and will have the option of coming to see their child if they so wish.

## **Food Hygiene**

At times, class teachers will plan for lessons which involve cooking or food handling. All of our PSA staff and Early Years Practitioner staff are trained in food hygiene and their training is updated regularly. Whenever children are preparing or handling food in school, there will always be a member of staff present who has food hygiene training.

## **Pupils with Allergies (includes epipen procedures)**

All staff have access to the confidential health lists which state any allergies pupils have by class. Staff are also made aware of how each allergy is dealt with e.g. piriton, epipen.

For pupils with severe allergies where an epipen is required, a photo of the child will always be on display in the staffroom so everyone is aware. This photo will be accompanied by the procedures should an allergic reaction occur. Individual class teachers will also be fully briefed of any children in their care with severe allergies and procedures for how to deal with a reaction.

All Epipens are kept in individual plastic wallets labelled with the child's name and photo, behind the door of the school office. All staff are aware that this is where to find pupil epipens.

All PSAs and school administrator are trained in administration of the epipen and annual training is available via the school nurse. The class teachers of pupils who have an epipen will always be trained at the start of the school year.

Class teachers will also ensure they have everything they need to treat allergies on class trips.

## **Administration of Medicines**

Please note this procedure is not appropriate for pupils with a medical condition that requires a care plan. If your child has a medical condition which requires daily care e.g. diabetes, we will work with you to provide bespoke procedures that meet the needs of your child and family. This often involves holding regular review meetings with parents, pediatric NHS nurses and other professionals.

- All medication is kept in a locked cabinet in the school office (except those which need to be in the fridge)
- Parents / Carers must label all medication clearly with child's name
- Any medication given to a pupil will be recorded in the relevant log in the school office.

## **Asthma / Inhalers**

We ask that all parents of children who are asthmatic request a spare inhaler and leave this in school as an emergency back up. Your child can still carry their own inhaler but it means if they forget, we always have a spare.

## **Pupils Absent Without Notification**

If a child is to be off school due to illness, parents should endeavor to inform the school office between 8.30am and 9.00am. It is imperative we account for every child, every day, for fear of a child encountering injury or problems on the way to school. By 9.30am, the school will have conducted a full register check and will have a list of pupils who are not in school. This list will be cross referenced with the phone calls / emails received by parents notifying the school that a child is to be absent. Pupils will be reported to Ellon Social Work Services for pupils that are not accounted for.

## **Pupils Leaving School During the Day e.g. medical appointment**

We understand there are times when a pupil will need to be collected from school and taken to appointments. In such cases, whoever is collecting the child will be asked to sign the pupil out at reception. This means the school has an accurate record of every child in the building for health and fire safety reasons.

## **Safe Temperature for Working Environment**

The school must be heated to a minimum temperature of between 16-18 degrees Celsius.

### Serious Injury Procedure

An incident occurs where a member of the school community has suffered a serious injury that requires urgent medical attention



Closest adult to the incident will immediately call for first aider. First Aider will make a decision to either call an ambulance or administer appropriate first aid. Management Team will be informed immediately.



Next of Kin contacted immediately.



Where an ambulance has been called, the injured person will remain where they are and a first aider will support until ambulance arrives.

If the management team / first aider decides that medical attention is required but not by way of ambulance, next of kin will be asked to make arrangements to take the injured person to a health centre / hospital.

- After any significant event where injury has been sustained, health and safety report will be completed by school staff and incident recorded within Aberdeenshire Council Incident Recording.

### **Security of Personal Property**

- Children should not bring anything of value to school. Individual staff are responsible for their own property. It is advised that staff do not bring large amounts of cash nor expensive/valuable items into the workplace. Mobile phones, wallets, handbags etc. should never be left unattended – they should be kept on the person or secured away in a lockable cupboard/drawer/locker. Personal items are not insured if left unattended and not secure.

# Health and Safety Adults Policy

## Moving and Handling

Foveran Primary School will ensure that the legislation surrounding the moving and handling of both persons and inanimate objects as detailed in the **Manual Handling Operations Regulations** are fully complied with.

The Head Teacher will ensure the following arrangements are followed:

- Moving and handling is avoided whenever possible.
- If it cannot be avoided, moving and handling is properly planned, is risk assessed as appropriate, is carried out by competent staff and carried out in a manner which is, so far as is reasonably practicable, safe.
- Those undertaking specific moving and handling tasks have received appropriate training or instruction and training records are maintained.
- Any equipment provided to assist with moving and handling tasks is maintained and serviced in accordance with statutory requirements.
- Any defective equipment is taken out of use until it is repaired or is replaced.
- An individual risk assessment will be completed for all new or expectant mothers and staff with identified medical conditions that may be affected by undertaking moving and handling tasks; these may result in some moving and handling task being restricted.
- Any accidents resulting from manual handling operations will be investigated to identify root causes and implement additional controls as required.

## Security

The Head Teacher will ensure that standard procedures are in place to minimise risk and that all staff are fully aware of the security arrangements and of their own responsibilities, receiving such training as is necessary to fulfil those responsibilities.

The Head Teacher will ensure parents and older pupils are fully informed of the security arrangements and should be encouraged to help.

The school undertakes an annual review of security risk assessments and undertake regular routine security checks. Advice is obtained from the Health and Safety consultant on security matters and all crimes are reported to the Police and insurers.

All staff are made aware of the security procedures and know how to:

- Protect pupils from harm

- Guard against assault
- Safeguard property
- Contact the police/emergency services

New staff are informed of the school's security arrangements and of their responsibilities before taking up their post.

As children progress through the school, they are made increasingly aware of the security arrangements. They will be encouraged to assist with these when possible. The pupils will be taught about personal safety and social responsibilities.

The Head Teacher will be informed of any special concerns regarding pupils (e.g. pupils on the Child Protection Register/ looked after children/those who may be abducted/ those who may run away and any who are subject to Care Orders) and parents and outside agencies have a responsibility to ensure that this information is shared with the school. Relevant teachers will be informed in confidence, of any pupils who require special care and sensitivity.

The parents of pupils are kept fully informed of security procedures, and of their responsibilities when visiting the school, in the:

- School prospectus
- School newsletter
- Individual letters

Our school values co-operation from the local police and community in assisting security arrangements for the school site and the surrounding area. The school communicates with the local neighbourhood wardens on security matters. Local residents are encouraged to report incidents directly to the police.

**The Police are called immediately if there is an incident of a violent, aggressive or abusive nature.**

**The Police will be called immediately when a child goes missing, for example after school.**

### **Control of Access**

Foveran Primary School has a policy of welcoming visitors; however, we realise that problems can occur with angry parents, disaffected young people, criminal trespass or even child abduction or assault. To minimise the risk to the school community, especially the children, we have introduced procedures to limit access to the school site.

## **Security of Personal Property**

Children should not bring anything of value to school. Individual staff are responsible for their own property. It is advised that staff do not bring large amounts of cash nor expensive/valuable items into the workplace. Mobile phones, wallets, handbags etc. should never be left unattended – they should be kept on the person or secured away in a lockable cupboard/drawer/locker. Personal items are not insured if left unattended and not secure.

## **School Grounds**

Security fencing bounds the perimeter of the school grounds, and access to the school car park is restricted to staff, contractors and deliveries. All children enter the school grounds via the perimeter pedestrian gates. Visitors and late arrivals should report directly to the administration office, signing-in and presenting any relevant credentials.

If parents/guardians want to meet with staff, formal appointments must be made with the administration office. When attending appointments, parents/guardians should enter through the main entrance and sign-in.

If a stranger is seen on the school grounds, a member of staff should establish his or her identity and the reason for the visit. If the reason is not legitimate, the stranger should be asked to leave.

## **Access to the School Building(s)**

To prevent unauthorised or unknown visitors entering school, security locks are fitted to all external doors (excluding the fire doors, which open only from the inside), apart from the main entrance to the school, which has a secure reception area with an access control system installed.

All office doors should be locked when not in use and all cloakroom/external doors closed at the end of break times.

All visitors to the school should report to the administration office, which is clearly signed. In the first instance, a member of admin staff will meet visitors; they will be asked to sign in and give the reason for their visit. A member of admin staff will then escort visitors to the member of staff requested – or asked to take a seat while the member of staff is contacted. The member of staff then comes to collect the visitor.

All visitors are expected to sign-in and wear a badge before they are allowed into the main part of the school.

No visitor is given unrestricted access to the school; this includes parents. All children and staff are alert to unrecognised adults in school. Children should report strangers to the nearest member of staff.

If a stranger is noticed in school, staff should establish his or her identity and reason for the visit. If, at any time, an unsatisfactory reason is given, or proof of identity cannot be produced then the member of staff concerned should ask for assistance from the nearest colleague. The unauthorised person is asked to leave and escorted from the premises, as they are committing a trespass. If that person refuses, becomes aggressive or damages property, no attempt should be made by staff to eject the intruder and the police should be called immediately.

Parents have permission to enter the school premises. However, they should act as any other visitor to the school, complying with the appropriate school arrangements. They should not roam at will around the school, enter classrooms or interfere with members of staff carrying out their professional duties.

If parents wish to take their child/children out of school during the school day, they should report to the administration area. A request to take a child out of school should normally be made in advance in writing on a form requesting leave of absence.

### **Entering and Leaving School**

All children enter and leave the school by their classroom doors. The front door is to be used only if a child arrives after 9.00am, when they should report to the office. All parents are asked to wait outside the school building unless invited in by a member of staff.

### **Stress Management**

Foveran Primary School acknowledges that there are many factors both work related and personal that may contribute to staff ill health including stress.

The following arrangements are in place to locally manage staff health issues:

- Employees are advised that it is their responsibility to inform the Head Teacher of any ill health issues

- The Head Teacher will meet and discuss the ill health issues with the employee and consider what actions could be taken to support the staff member and where appropriate assist in reducing stress levels
- The member of staff will be offered a referral to an occupational health professional for advice and support, e.g. counselling, etc.
- The member of staff will be advised that support can also be provided through their trade union
- A series of regular review meetings will be scheduled to monitor ill health and stress levels where they have been identified
- If it is identified that there is a high occurrence of staff ill health or stress within the school, the Head Teacher will actively seek support to undertake a holistic assessment to identify what the possible root cause may be and implement a plan to improve the situation.

### **Prevention of Work Related Violence Including Lone Working**

The school is committed to providing a safe and secure working and educational environment for staff, pupils and any other persons on its site. Where applicable, in addition to the control measures identified in the site specific violence and assaults risk assessment and lone working risk assessment, the following procedures are in place:

- Staff are advised to:
  - \* Avoid confrontation if possible
  - \* Withdraw from situation
  - \* Arrange seating so that a clear escape route from the room to a place of safety is available.
  - \* Sit near the door, or use a room with two doors
  - \* Follow measures/ procedures identified in violence and assaults risk assessment
  - \* Contact emergency services, as appropriate.
  - \* Inform the Head Teacher if confrontation has taken place

### **Working at Height**

Foveran Primary School uses a variety of access equipment for working at height tasks, ranging from kick stools for short low risk access such as the putting up of a poster, step ladders and ladders for short duration works and mobile tower scaffolds for more complex tasks.

The school will ensure that the legislation surrounding working at height, as detailed in the **Working at Height Regulations** are fully complied with, in particular:

- Work at height is avoided whenever possible.

- If working at height cannot be avoided, the task is properly planned, suitably risk assessed, is carried out by competent staff and carried out in a manner which is, so far as is reasonably practicable, safe.
- Those undertaking work at height have received appropriate instruction or training and training records are maintained.
- All access equipment (ladders, step ladders, tower scaffolds etc.) is identified, suitable for the task and inspected regularly, at least annually, in accordance with statutory requirements.
- Equipment not displaying the correct inspection label for the year or labelled defective is not used.

### **Bomb Threats**

- Any warning Foveran Primary School receives about such a threat is treated seriously, with the safety of the pupils and staff paramount. If a bomb threat is received the school should be evacuated immediately according to the emergency plan and the emergency services informed.
- Staff should be vigilant at all times and report anything suspicious, for instance suspect packets, unrecognised vehicles in the car park or persons in unauthorised areas.

## **Insurance Policy**

### **Public Liability Insurance**

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

### **School off Site Excursion Insurance**

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

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

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers. Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

# **Internet Safety Policy**

## **Scope of the Policy**

This policy applies to all members of the school community (including staff, children / young people, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of the school

Schools need to be aware that incidents of cyber-bullying, or other e-safety incidents covered by this policy may take place outside of the school, between children and young people who attend the school or between any members of the school community, including staff. The school and the education authority, in partnership with parents needs to decide how to deal with such incidents and make this clear in the policy. This will link closely with positive relationships and behaviour policy and anti-bullying policies. The policy should make clear how the school will involve parents in relation to such incidents.

## **Roles and Responsibilities**

### **Headteacher**

The Headteacher should be trained in e-safety issues and be aware of the potential for serious child protection issues to arise from:

- sharing of personal data;
- access to illegal / inappropriate materials;
- inappropriate on-line contact with adults / strangers;
- potential or actual incidents of grooming;
- cyber-bullying;
- Inappropriate sharing of images, for example through mobile phones.

**The Headteacher has a duty of care for ensuring the safety (including e-safety) of members of the school community**, though the day to day responsibility for e-safety will be delegated to the class teacher.

**The Headteacher should be aware of the procedures to be followed in the event of a serious e-safety allegation being made against a member of staff**

The Headteacher are responsible for ensuring that the E-Safety staff receive suitable training to enable them to carry out their e-safety roles and to train other colleagues, as relevant.

## Teaching and Support Staff

are responsible for ensuring that:

- **they have an up to date awareness of e-safety matters and of the current school e-safety policy and practices;**
- **they have read, understood and signed the Staff Acceptable Use Policy / Agreement (AUP);**
- **they report any suspected misuse or problem to the *Headteacher* for investigation and action;**
- **all digital communications with children/young people / parents / carers should be on a professional level and only carried out using official school systems;**
- e-safety issues are embedded in all aspects of the curriculum and other activities;
- children / young people understand and follow the e-safety and acceptable use policies;
- children / young people have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations;
- teachers monitor the use of digital technologies, mobile devices, cameras etc in lessons and other school activities (where allowed) and implement current policies with regard to these devices;
- *in lessons where internet use is pre-planned children/young people should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.*

## Children / young people:

- **are responsible for using the school digital technology systems in accordance with the Acceptable Use Policy for children/young people;**
- have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations;
- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so. They need to **understand** the need to protect themselves and respect others when participating in social networks;
- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying;

- should understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school;
- should demonstrate an understanding of digital citizenship and how it links to their roles and responsibilities within the school.

## **Parents / Carers**

Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. The school will take every opportunity to work closely in partnership with parents on these issues through *parents' evenings, newsletters, letters, website / VLE and information about national / local e-safety campaigns / literature*. Parents and carers will be encouraged to support the school in promoting good e-safety practice and to follow guidelines on the appropriate use of:

- digital and video images taken at school events;
- access to parents' sections of the website / VLE and on-line student / pupil records;
- their children's personal devices in the school (where this is allowed).

## **Policy Statements**

### **Education – parents / carers**

Many parents and carers have only a limited understanding of e-safety risks and issues, yet they play an essential role in the education of their children and in the monitoring / regulation of the children's on-line behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some parents may have extensive knowledge and expertise in this area and be able to support the school.

The school will therefore seek to provide information and awareness to parents and carers through:

- *curriculum activities;*
- *letters, newsletters, web site, VLE;*
- *parents / carers evenings / sessions;*
- *high profile events / campaigns for example Safer Internet Day;*
- *reference to the relevant web sites / publications for example [www.swgfl.org.uk](http://www.swgfl.org.uk)*

[www.saferinternet.org.uk/](http://www.saferinternet.org.uk/) <http://www.childnet.com/parents-and-carers>

## **Education & Training – Staff / Volunteers**

It is essential that all staff receive e-safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- **a planned programme of formal e-safety training will be made available to staff. This will be regularly updated and reinforced. An audit of the e-safety personal learning needs of all staff will be carried out regularly.**
- **all new staff should receive e-safety training as part of their induction programme, ensuring that they fully understand the school e-safety policy and Acceptable Use Agreements;**

## **Use of digital and video images**

- When using digital images, staff should inform and educate children / young people about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites, or sending inappropriate /intimate digital images which then may be shared further;
- in accordance with guidance from the Information Commissioner's Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use (such activity for personal use is exempt under the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other children / young people in the digital / video images;
- staff and volunteers are allowed to take digital / video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school equipment, the personal equipment of staff should not be used for such purpose;
- care should be taken when taking digital / video images that children / young people are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute;
- children / young people must not take, use, share, publish or distribute images of others without their permission;
- photographs published on the website, or elsewhere that include children / young people will be selected carefully and will comply with good practice guidance on the use of such images;

- children/Young People’s full names will not be used anywhere on a website or blog, particularly in association with photographs;
- written permission from parents or carers will be obtained before photographs of children / young people are published on the school website
- learners’ work can only be published with the permission of the children / young people and parents or carers.

**Unsuitable / inappropriate activities**

The school believes that the activities referred to in the following section would be inappropriate in a school context and that users, as defined below, should not engage in these activities in school or outside school when using school equipment or systems. The school policy restricts certain internet usage as follows:

User Actions		Unacceptable	Unacceptable and illegal
Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Child sexual abuse images The making, production or distribution of indecent images of children. Contrary to The Protection of Children Act 1978		X
	Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003.		X
	Possession of an extreme pornographic image (grossly offensive, disgusting or otherwise of an obscene character) Contrary to the Criminal Justice and Immigration Act 2008		X
	criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) - contrary to the Public Order Act 1986		X

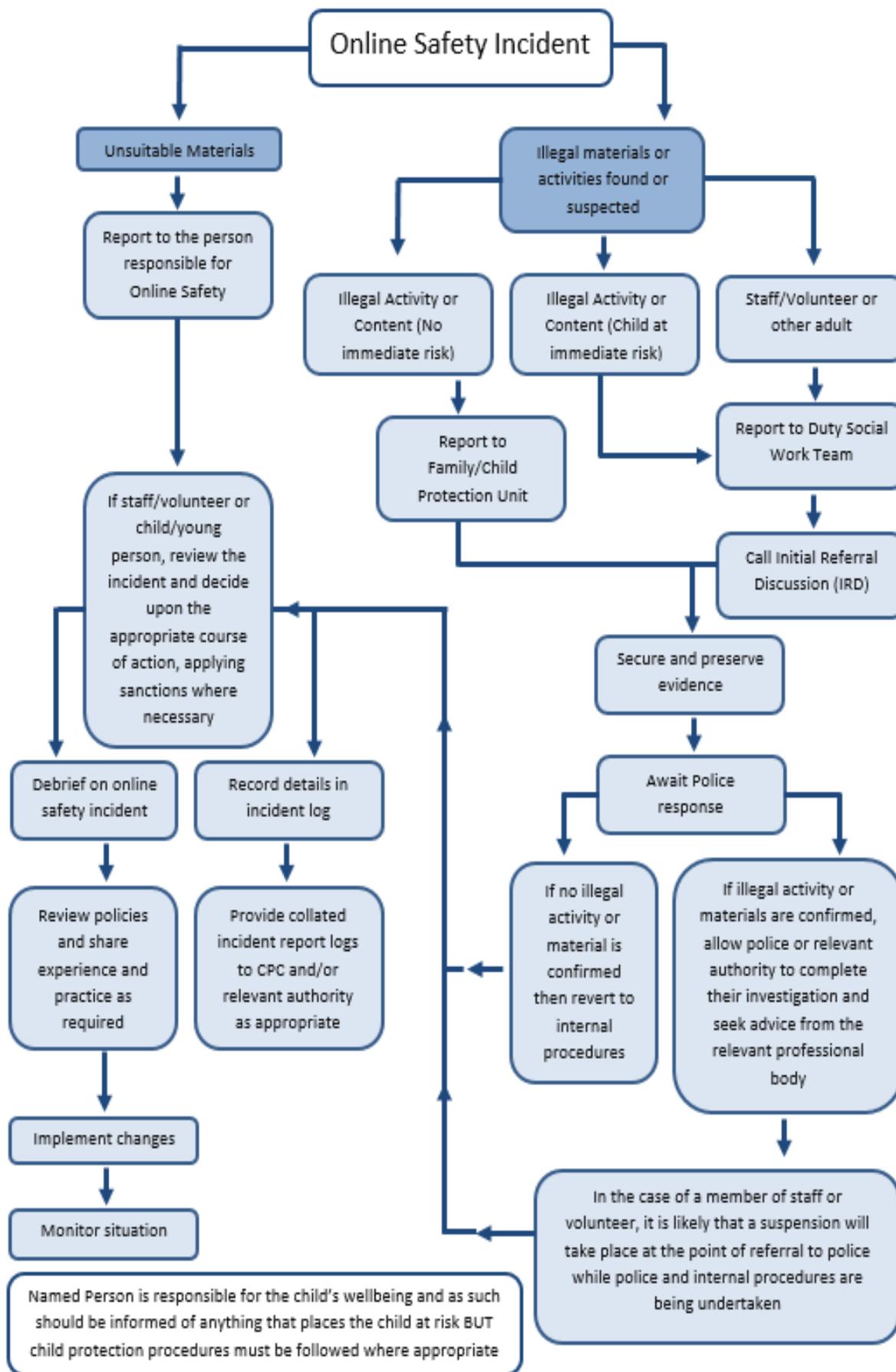
	<b>pornography</b>	X	
	<b>promotion of any kind of discrimination</b> <a href="http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/">http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/</a>	X	
	<b>threatening behaviour, including promotion of physical violence or mental harm</b> <a href="#">Offensive Behaviour at Football and Threatening Communications (Scotland) Act 2012</a>	X	
	<b>threatening behaviour, including promotion of physical violence or mental harm</b>	X	
	<b>any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute</b>	X	
	<b>Using school systems to run a private business</b>	X	
	<b>Use systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school</b>	X	
	<b>Infringing copyright</b>	X	
	<b>Revealing or publicising confidential or proprietary information (e.g. financial / personal information, databases, computer / network access codes and passwords)</b>	X	
	<b>Creating or propagating computer viruses or other harmful files</b>	X	

### Responding to incidents of misuse

This guidance is intended for use when staff need to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident. Incidents might involve illegal or inappropriate activities (see “User Actions” above).

## **Illegal Incidents**

**If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the right hand side of the Flowchart (below and appendix) for responding to online safety incidents and report immediately to the police.**



## Other Incidents

It is hoped that all members of the school community will be responsible users of digital technologies, who understand and follow school policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse.

In the event of concern **all steps in this procedure should be followed:**

- Have more than one senior member of staff / volunteer involved in this process. This is vital to protect individuals if accusations are subsequently reported;
- Conduct the procedure using a designated computer that will not be used by young people and if necessary can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure;
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection);
- Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below);
- Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does then appropriate action will be required and could include the following;
  - Internal response or discipline procedures;
  - Involvement by Local Authority or national / local organisation (as relevant);
  - Police involvement and/or action;
  - **If content being reviewed includes images of Child Abuse then the monitoring should be halted and referred to the police immediately. Other instances to report to the police would include:**
    - \* incidents of 'grooming' behaviour;
    - \* the sending of obscene materials to a child;
    - \* adult material which potentially breaches the Obscene Publications Act;
    - \* criminally racist material;
    - \* other criminal conduct, activity or materials;
- **Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.**

It is important that all of the above steps are taken as they will provide an evidence trail for the school and possibly the police and demonstrate that visits to these sites were carried out for child protection purposes. The completed form should be retained by the group for evidence and reference purposes.

### **School Responses to internal incidents**

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with.

## Acceptable Use Policy Agreement

I understand that I must use school ICT systems in a responsible way, to protect myself and respect others and ensure there is no risk to the safety and security of the ICT systems and other users.

### For my own personal safety:

- I understand that the *school* will monitor my use of the ICT systems, email and other digital communications.
- I will treat my username and password like my toothbrush – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware that I cannot trust people when I am communicating on-line because they may not be who they say they are.
- I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc. )
- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.
- **I understand that everyone has equal rights to use technology as a resource and:**
- I understand that the school ICT systems are primarily intended for educational use and that I will not use the systems for personal or recreational use unless I have permission to do so.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school ICT systems for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (e.g. YouTube), unless I have permission from a member of staff to do so.

### I will act as I expect others to act toward me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.

- I will not take or distribute images of anyone without their permission.

I understand that being a responsible digital citizen means that I have the same standards of relationships and behaviour in an online community as I do in the school community.

**I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:**

- I will only use my personal hand held / external devices (mobile phones / USB devices etc) in school if I have permission. I understand that, if I do use my own devices in the school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- I will only use chat and social networking sites with permission and at the times that are allowed.

**When using the internet for research or recreation, I recognise that:**

- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

**I understand that I am responsible for my actions, both in and out of school:**

- I understand that the school will respond to incidents of inappropriate behaviour out with school as set out in relevant school policies..
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be held accountable to the school. This may mean loss of access to the school network / internet, detentions, suspensions, contact with parents and in the event of illegal activities involvement of the police.

**Please complete the sections on the next page to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school ICT systems.**

## **Staff (and Volunteer) Acceptable Use Policy Agreement**

### **School Policy**

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe internet access at all times.

#### **This Acceptable Use Policy is intended to ensure:**

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of ICT in their everyday work.

The school will try to ensure that staff and volunteers will have good access to ICT to enhance their work, to enhance learning opportunities for *children / young people* learning and will, in return, expect staff and volunteers to agree to be responsible users.

### **Acceptable Use Policy Agreement**

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users. I recognise the value of the use of ICT for enhancing learning and will ensure that children / young people receive opportunities to gain from the use of ICT. I will, where possible, educate the young people in my care in the safe use of ICT and embed e-safety in my work with young people.

#### **For my professional and personal safety:**

- I understand that the school will monitor my use of the ICT systems, email and other digital communications.
- I understand that the rules set out in this agreement also apply to use of school ICT systems (for example laptops, email, VLE etc.) out of school, and to the transfer of personal data (digital or paper based) out of school
- I understand that the school ICT systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the school.

- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.
- I understand the concept of digital citizenship and will model good citizenship online and reinforce messages linking policies and standards on positive behaviour in school and in online communities such as social networks.

**I will be professional in my communications and actions when using school ICT systems:**

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and / or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital / video images. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (for example on the school website / VLE) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use chat and social networking sites in school in accordance with the school's policies.
- I will only communicate with children / young people and parents / carers using official school systems. Any such communication will be professional in tone and manner. (schools should amend this section to take account of their policy on communications with children / young people and parents / carers. Staff should be made aware of the risks attached to using their personal email addresses / mobile phones / social networking sites for such communications)
- I will not engage in any on-line activity that may compromise my professional responsibilities.

**The school and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:**

- When I use my mobile devices (PDAs / laptops / mobile phones / USB devices etc.) in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment. I will also follow any additional rules set by the school about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.

- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted , or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless this is allowed in school policies.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the School / LA Personal Data Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based Protected and Restricted data must be held in lockable storage.
- I understand that data protection policy requires that any staff or child / young person data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

**When using the internet in my professional capacity or for school sanctioned personal use:**

- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).

**I understand that I am responsible for my actions in and out of the school:**

- I understand that this Acceptable Use Policy applies not only to my work and use of school ICT equipment in school, but also applies to my use of school ICT systems and equipment off the

premises and my use of personal equipment on the premises or in situations related to my employment by the school

- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include (schools should amend this section to provide relevant sanctions as per their behaviour policies) a warning, a suspension, referral to Education Authority and/or Governors / Directors and in the event of illegal activities the involvement of the police.

I have read and understand the above and agree to use the school ICT systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Staff / Volunteer Name

Signed

Date

## **Legislation**

Schools should be aware of the legislative framework under which this E-Safety Policy template and guidance has been produced. It is important to note that in general terms an action that is illegal if committed offline is also illegal if committed online.

It is recommended that legal advice is sought in the advent of an e safety issue or situation.

### **Computer Misuse Act 1990**

This Act makes it an offence to:

- Erase or amend data or programs without authority;
- Obtain unauthorised access to a computer;
- “Eavesdrop” on a computer;
- Make unauthorised use of computer time or facilities;
- Maliciously corrupt or erase data or programs;
- Deny access to authorised users.

### **Data Protection Act 1998**

This protects the rights and privacy of individual’s data. To comply with the law, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully. The Act states that person data must be:

- Fairly and lawfully processed.
- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Not kept longer than necessary.
- Processed in accordance with the data subject’s rights.
- Secure.
- Not transferred to other countries without adequate protection.

### **Freedom of Information (Scotland) Act 2000**

The Freedom of Information (Scotland) Act gives individuals the right to request information held by public authorities. All public authorities and companies wholly owned by public authorities have obligations under the Freedom of Information (Scotland) Act. When responding to requests, they have to follow a number of set procedures.

### **Communications Act 2003**

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

### **Regulation of Investigatory Powers Act (Scotland) 2000**

It is an offence for any person to intentionally and without lawful authority intercept any communication. Monitoring or keeping a record of any form of electronic communications is permitted, in order to:

- Establish the facts;
- Ascertain compliance with regulatory or self-regulatory practices or procedures;
- Demonstrate standards, which are or ought to be achieved by persons using the system;
- Investigate or detect unauthorised use of the communications system;
- Prevent or detect crime or in the interests of national security;
- Ensure the effective operation of the system.
- Monitoring but not recording is also permissible in order to:
  - Ascertain whether the communication is business or personal;
  - Protect or support help line staff.
- The school reserves the right to monitor its systems and communications in line with its rights under this act.

### **Trade Marks Act 1994**

This provides protection for Registered Trade Marks, which can be any symbol (words, shapes or images) that are associated with a particular set of goods or services. Registered Trade Marks must not be used without permission. This can also arise from using a Mark that is confusingly similar to an existing Mark.

### **Copyright, Designs and Patents Act 1988**

It is an offence to copy all, or a substantial part of a copyright work. There are, however, certain limited user permissions, such as fair dealing, which means under certain circumstances permission is not needed to copy small amounts for non-commercial research or private study. The Act also provides for Moral Rights, whereby authors can sue if their name is not included in a work they wrote, or if the work has been amended in such a way as to impugn their reputation. Copyright

covers materials in print and electronic form, and includes words, images, and sounds, moving images, TV broadcasts and other media (e.g. YouTube).

### **Telecommunications Act 1984**

It is an offence to send a message or other matter that is grossly offensive or of an indecent, obscene or menacing character. It is also an offence to send a message that is intended to cause annoyance, inconvenience or needless anxiety to another that the sender knows to be false.

### **Criminal Justice & Public Order Act 1994**

This defines a criminal offence of intentional harassment, which covers all forms of harassment, including sexual. A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, they:

- Use threatening, abusive or insulting words or behaviour, or disorderly behaviour; or
- Display any writing, sign or other visible representation, which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

### **Racial and Religious Hatred Act 2006**

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

### **Protection from Harassment Act 1997**

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other. A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

### **Sexual Offences (Scotland) Act 2009**

The Sexual Offences (Scotland) Act defines consent and allows one party to withdraw it at any stage, whether they initially gave consent or not. The act also gives a legal recognition of male rape.

### **The Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005**

This legislation introduces a new offence of sexual grooming of a person under 16; It also introduces Risk of Sexual Harm Orders (RSHOs) which are designed to protect children from those who display

inappropriate behaviour towards them; It introduces a new offence of paying for the sexual services of a person under 18; It introduces new offences of causing, inciting, controlling, arranging or facilitating the provision of sexual services by children or child pornography; It amends current legislation criminalising the taking, possessing and distribution of indecent images of children so that it applies to images of people under 18 rather than only to images of those under 16;

### **Human Rights Act 1998**

This does not deal with any particular issue specifically or any discrete subject area within the law. It is a type of “higher law”, affecting all other laws. In the school context, human rights to be aware of include:

- The right to a fair trial
- The right to respect for private and family life, home and correspondence
- Freedom of thought, conscience and religion
- Freedom of expression
- Freedom of assembly
- Prohibition of discrimination
- The right to education

These rights are not absolute. The school is obliged to respect these rights and freedoms, balancing them against those rights, duties and obligations, which arise from other relevant legislation.

### **Offensive Behaviour at Football and Threatening Communications (Scotland) Act 2012**

Focuses on behaviour at Football matches, but also **criminalises the communication of threats of serious violence and threats intended to incite religious hatred, whether sent through the post or posted on the internet**. The Act will only criminalise behaviour likely to lead to public disorder which expresses or incites hatred, is threatening or is otherwise offensive to a reasonable person.

### **Equalities Act 2010**

UK Government legislation applicable to Scotland. Reforms and harmonises equality law and restates previous legislation relating to discrimination and harassment related to seven personal characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex, and sexual orientation.

## Letting Policy

All hirers are to be made fully aware of, and are responsible for compliance with, the school's health and safety policy. Hirers will be instructed that good housekeeping within the school must be maintained and all areas used by the hirer must be left as found. Hirers will be responsible for any damages to the premises, fixtures, fittings and displays of work and are required to have appropriate indemnity insurance in place to cover any losses or damage incurred.

Prior to the initial hire session, the school will ensure that the hirer will meet with the school representative or site services officer who will acquaint the hirer with the following:

- The school's fire and emergency plan and fire evacuation procedures.
- The location of fire-fighting equipment.
- Accident, incident and assault reporting procedures.
- Arrangements that need to be made for out of hour's security.

Hirers will be instructed that they must nominate one responsible person to be in charge of proceedings. This nominated person will be responsible for initiating and organising any emergency actions, including:

- Contacting the emergency services, the school representative or site services officer in the event of an emergency. The responsible person must also be in possession of a mobile phone in the event of a communications failure or being unable to access a landline.
- Providing sufficient first aid equipment and qualified first aiders for the people attending their classes/events.
- Informing the Head Teacher of all emergencies at the earliest opportunity ideally no later than the next working day.

Hirers will be instructed that they ensure adequate security controls remain in place during occupancy. Access to the site will only be made via one main entrance to prevent out of hours casual intrusion and a designated representative will be tasked with staffing the main entrance to 'meet and greet' and to register attendees. Internally, areas of the school not used for the letting will be out of bounds. Should intruders be sighted on school premises, hirers are instructed not to attempt to intercept or challenge them, but inform the Emergency Services Unit, Police and Site Services Officer.

Where the letting of school premises involves the participation of school pupils, the school will require users to prepare and submit, prior to the hiring commencing, and a system of work for the following:

- The safe arrival and departure of pupils to/from the activity.
- Responsibility for transferring pupils from class to the activity and from the activity to parents / guardians.
- The security of pupils during the activity.

Hirers will be instructed not to obstruct the school entrances with vehicles etc. in the event that emergency access to the school is required by emergency services and the entrance to the site or access to fire hydrants remains available.

A strict **NO SMOKING** policy exists in school buildings and on the school site. Hirers will be instructed that this must be adhered to at all times.

When activities are concluded the Site Services Officer will be informed in order that the buildings can be secured.

### **Photograph/Video Policy**

This policy applies to sporting events, parents' evenings, plays, assemblies, school trips and any other school event or gathering, whether on school premises or beyond.

We appreciate that families will treasure photographic/video memories, and the general rule is that parents and carers may take photos and videos of the children in their care, for personal use only. There may be rare exceptions to this, and we will let you know in advance of particular events where no filming etc. is possible. Thank you in advance for your understanding.

Live streaming, whether public or private, cannot be permitted and we request that you do not use any streaming platforms or 'live' features (e.g. Facebook Live) to stream events/circumstances as they occur. You may be asked to leave the premises or event if this takes place.

When you capture footage or still images of your children, there is a strong possibility that other children will also be visible or audible. For this reason, no such content should be shared publicly. You will have seen other parents share videos of school plays on social media, but this does not make it advisable or acceptable.

There are several important reasons for this:

- Some children are deemed at risk by local authority safeguarding and child protection authorities; their image must never be put online for their own protection. You are very unlikely to know who these children are. Others may have complex family backgrounds which mean that sharing their image could have unforeseen consequence. There is the real possibility you could endanger a child by sharing their image in an identifiable context (e.g. where the school is easy to identify and locate).
- **Express consent is needed from parents to comply with data protection legislation, which is being enhanced under GDPR and the new Data Protection Bill. Sharing could otherwise potentially incur fines for contravention of data protection rules.**
- Some families may object for religious or cultural reasons, or simply for reasons of personal privacy.
- Sharing images of children in school uniform helps identify them so should not be done unless avoidable.
- We encourage young people at our school to think about their online reputation and digital footprint: online photos and videos do not simply disappear when we delete them from our accounts. Help us be good adult role models by not oversharing (or providing embarrassment in later life).

Where possible, we will take appropriate staged group shots of pupils whose parents/carers have given appropriate photographic permissions and make these available to you. Equally, and again wherever possible, we will ensure there is time for parents to take photographs of their own children for example by approaching the stage after a performance. The same provisos apply here as stated above.

# Quality Assurance

## **SELF-EVALUATION**

Regular reviews are carried out using HGIOS 4 and How Good is OUR School by quality indicators by;

- In-house teaching staff audits
- Pupil council led audits
- Parental surveys
- Wider staff surveys
- Aberdeenshire Council Quality Improvement Visits
- Her Majesty's Inspectorate of education (HMIE) report

## **MONITORING**

Monitoring procedures are part of school self-evaluation. Informal classroom visits by the Head Teacher combined with systematic monitoring procedures, evaluate our work, draw conclusions and influence future development needs in order to ensure quality in learning and teaching. Monitoring is not seen as appraisal and is a requirement of all schools.

Monitoring takes place in order to:

- Ensure the delivery of a quality curriculum
- Ensure that school policies and guidelines are being followed and implemented
- Provide evidence of school's progress in raising pupils' achievements and levels of attainment in relation to an area(s) of the curriculum
- Improve learning and teaching
- Identify and share good practice and resources
- Identify resource needs and requirements
- Provide local authority (and HMIE) with information
- Gather evidence to inform the development planning process and report on standards and quality.

The Head Teacher monitors by:

- Attainment Review Meeting for individual pupil progress
- Reading staff plans and evaluations each term and responding
- Monitoring pupil jotters/ work
- An *informal* classroom visit to ALL teaching staff at least three times a year, and all visiting teachers once a year.
- A formal classroom visit to all class teachers at least twice a year to monitor learning and teaching. A focus for this visit will be agreed beforehand
- Reading of pupil reports

Class Teachers monitor by:

- Evaluating their own work and that of their pupils informally all the time
- Evaluating areas of the curriculum within the forward planning process
- Sharing developments with colleagues
- Being involved with national assessments
- Being involved with target setting as part of raising standards
- Discussing individual pupil progress with the head teacher 2x a year

Informal monitoring of pupils takes place not only in the classroom, but also in the playground, in the dining room, at out of school clubs and educational visits. This on-going monitoring encompasses Personal and Social development as well as academic achievement.

***Additional Monitoring Guidelines:***

Teachers will be given prior notice of classroom visits, which will take place at a mutually convenient time.

The curricular focus of the visit will be agreed prior to the visit.

Following formal visits, the Head Teacher will provide the class teacher with written evidence of the visit, and will offer the teacher an opportunity to discuss the visit.

Following informal visits, the Head Teacher will offer the class teacher an opportunity to discuss the session observed.

### **Monitoring of Forward Planning:**

Class teachers and visiting specialist teachers will submit forward plans to the Head Teacher each term within an agreed time frame. The Head teacher will inspect all plans and discuss each teacher's plans briefly with him/ her. The Head Teacher complete the appropriate monitoring form.

Plans will be monitored to ensure continuity and progression and differentiation across all levels.

All current plans should be available in the class "planning folder" in the classroom. Specialist plans should be given to both the Head Teacher and the class teacher.

### **PLANNING FOR IMPROVEMENT**

#### The School Improvement Plan:

Foveran Primary School produces an annual School Improvement Plan. Priorities for development are discussed and agreed with all staff, pupils, parents and Parent Council as appropriate. The development plan is a response to the broad view audit carried out earlier in the year, the responses of all staff, parents and pupils, in addition to national and local priorities.

The Development plan includes the school's aims, evidence of audits undertaken, a record of the progress made towards achieving last year's targets, and an action plan for school improvement. The latter section includes a manageable number of priorities for development as a result of self-evaluation and identifying next steps.

Staff take an active role in the implementation of the school's Development plan. The Plan is given to staff, the Parent Council, and sent to the Schools Service by the end of June each year.

#### Action Plans:

An action plan is written for each development highlighted in the School Improvement Plan (SIP). It identifies how priorities will be addressed. Each plan includes:

- Links with Local and National priorities, School Aims, and HGIOS4 Q.I.s
- Criteria for success
- Strategies for implementation of the plan
- Timescales for implementation
- Person/ people responsible
- Costs and resources needed
- Evaluation and evidence expected.

The Head Teacher monitors the progress of the action plans throughout the year. Evidence of progress and impact is sought, and the SIP evaluated and checked at the end of each year.

## **PROFESSIONAL REVIEW AND DEVELOPMENT**

### Staff Review and Development Procedures

The head teacher reviews all staff annually, (those managed by the HT). This procedure reflects the local authority's Professional Review and Development (PR&D)/Career Lifelong Professional Learning (CLPL) scheme. This provides an opportunity for staff to evaluate their own work, and to identify and acknowledge particular strengths. Development needs and requests are also highlighted and, where possible, the school attempts to meet these needs.

The head teacher has a staff review with the school's Q.I.O.

### CPD

Staff are expected to keep a record of the CPD they have done throughout the year. The head teacher remains alert to CPD opportunities of interest to the staff, and makes them aware of relevant training that comes to light.

## **LEADERSHIP**

The head teacher is expected to give a lead in all aspects of the school's work. This entails:

- Promote teamwork, and staff involvement in policy development, development of learning and teaching. Quality assurance and planning.

- Communicate effectively and develop productive relationships with pupils, parents, all school staff, other agencies, the local authority, and the wider school community.
- Deal promptly and efficiently with any complaints.
- Pursue a programme of continuous school improvement, and leading by example – giving support, prompting challenge and demonstrating and encouraging creativity of approach.
- Move the school forward in line with its aims, and sustaining a shared vision.

Foveran Primary School Monitoring Calendar – Year:

MONTH	ACTION	DATE
August	<ul style="list-style-type: none"> <li>• Standards and Quality Report</li> <li>• School Improvement Plan</li> </ul>	
September	<ul style="list-style-type: none"> <li>• Monitor term plans/ Year planners</li> <li>• Informal classroom visit</li> <li>• Monitor IEP's</li> <li>• CLPL Meetings</li> </ul>	
October	<ul style="list-style-type: none"> <li>• Attainment Review Meetings</li> <li>• QIO/Peer HT Audit</li> <li>• Fire Risk Assessment review</li> </ul>	
November	<ul style="list-style-type: none"> <li>• Monitor term plans</li> <li>• Check evaluations</li> <li>• Formal classroom observation</li> <li>• General School Risk Assessments / Emergency School Response Plans</li> </ul>	

December	<ul style="list-style-type: none"> <li>• Monitor pupil jotters/ work</li> <li>• Informal classroom visit</li> <li>• Attendance Review</li> </ul>	
January	<ul style="list-style-type: none"> <li>• Monitor term plans</li> <li>• Check evaluations</li> <li>• ASN/SFL/IEP Review</li> </ul>	
February	<ul style="list-style-type: none"> <li>• Formal classroom observation</li> <li>• SNSA Review</li> <li>• QIO/Peer HT Audit</li> </ul>	
March	<ul style="list-style-type: none"> <li>• Informal classroom monitoring visit</li> <li>• CLPL Review</li> </ul>	
April	<ul style="list-style-type: none"> <li>• Attainment Review Meetings</li> <li>• Attendance Review</li> <li>• Attainment Review Report 2018/19</li> </ul>	
May	<ul style="list-style-type: none"> <li>• Monitor term plans</li> <li>• Check evaluations</li> <li>• Parent &amp; Pupil consultation</li> <li>• SNSA Review</li> <li>• ASN annual reviews</li> </ul>	
June	<ul style="list-style-type: none"> <li>• School Improvement Plan Review</li> <li>• Monitor pupil jotters/ work</li> </ul>	

Term/ Date	Topic	Strengths/ Highlights	Suggestions/ Points for Action

Monitoring Pupil's Work – Year			Term	Class	Teacher(s)		
Curricular Area			Date			Date	
	Y	N	Work areas:	Y	N	Work areas:	
Evidence of regular work							
Consistently well presented							
Dated as appropriate To stage							
Heading or page number given							
Clear handwriting							
Use of ruler							
Use of sharp pencil							
Good use of space							

Absence of graffiti						
Work completed						
Work is marked.						
Pupils corrections completed						
Amount of work matches ability						
Quality of work matches ability						
Progress is evident						
Positive feedback ➤ positive ➤ formative ➤ comments ➤ further e.g.s						

## Teacher:

<b>2.3 Learning, Teaching &amp; Assessment:</b>	CURRICULAR AREA:	<b>Health and Safety:</b>				
<ul style="list-style-type: none"> <li>• Range of appropriate teaching approaches used</li> </ul>		<ul style="list-style-type: none"> <li>• Appropriate supervision/ behaviour</li> </ul>				
<ul style="list-style-type: none"> <li>• Good use of direct/ interactive teaching</li> </ul>	LESSON DESCRIPTION:	<b>Equal Opportunities:</b>				
<ul style="list-style-type: none"> <li>• Clear explanations and instructions</li> </ul>		<ul style="list-style-type: none"> <li>• No gender/ disability/ racial stereotyping</li> </ul>				
<ul style="list-style-type: none"> <li>• High quality pupil/ teacher interaction</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Positive</i> discrimination where appropriate</li> </ul>				
<ul style="list-style-type: none"> <li>• Skilful questioning</li> </ul>						
<ul style="list-style-type: none"> <li>• Judgements made in course of teaching</li> </ul>	COMMENTS:					
<ul style="list-style-type: none"> <li>• Assessment methods and recording</li> </ul>						
<ul style="list-style-type: none"> <li>• Use of assessment</li> </ul>						
<ul style="list-style-type: none"> <li>• Learning outcomes shared and reinforced with pupils</li> </ul>						
<ul style="list-style-type: none"> <li>• Pupils are motivated and on task</li> </ul>						
<ul style="list-style-type: none"> <li>• Pupils work independently as appropriate</li> </ul>						
<ul style="list-style-type: none"> <li>• Quality of peer collaboration/ interaction</li> </ul>						
<ul style="list-style-type: none"> <li>• Appropriate pace</li> </ul>						
<ul style="list-style-type: none"> <li>• Learning Environment stimulating and conducive to work</li> </ul>						
<ul style="list-style-type: none"> <li>• Personal responsibility for learning, independent thinking and active involvement in own learning – targets/ personalisation &amp; choice</li> </ul>						
<b>2.4 Personalised Support</b>						

• Tasks/ activities match pupil's needs		LINE MANAGER:
• Appropriate resources are used		
• Effective differentiation – support and challenge provided for all pupils		
• Class teacher, specialist staff and additional support staff are deployed effectively		
• Meets legislation requirements – inclusive		
<b>3.2 Raising Attainment &amp; Achievement</b>		
• Evidence of high staff expectations		
• Use of praise/ effective feedback		
• Evidence of pupil's expectations/ sense of achievement - targets		
• Ethos of achievement		
• Staff/ pupil relationships – respect, care and concern		

Class			
Year			
Teacher(s)			
As expected	Name:	Maths	Literacy
Above expectations	Name:	Maths	Literacy



Below expectations	Name:	Maths	Literacy	Action:
Additional comments				

dfgfdsg

## Appendix 5

Date:

Signatures (CT/HT):

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## **School Meal Policy**

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 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.



## **Supervision of Pupils Policy**

### **Duty of Care**

Aberdeenshire Council 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 pupils.

### **Supervision of School Grounds**

If a teacher requests that a pupil remains in class for any reason then it is the class teacher's responsibility to supervise that pupil. It is always advisable for staff to ensure that they are not alone with pupils for any length of time. It is good practice to always have another person present at all times to safeguard both staff and pupils from sensitive situations. Pupils must not be left alone in classroom areas. In the event of school staff having to take pupil's home by car, another member of staff must always accompany them.

Foveran School will ensure that the pupils can access the school office/First Aid from 8:40am – 9am and from 3.10-3.30pm in the school playground. The school cannot offer support out-with these times, unless pre-arranged and with exceptional reasoning.

### **Leaving School at the End of the Day**

At the end of the school day, the children leave by the main entrance. All of them know that, if the adult who should collect them has not arrived, they should come straight back into the building and stay with their teacher. After ten minutes, if no one has arrived, the teacher takes the child to the office and telephones to see what the delay might be. The child stays in the office until an authorised adult arrives. No child is allowed to leave unless we are sure they are safe. If no contact is made with the list of provided carers Social Services will be contacted.

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# **Transitions Policy**

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 their 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 an induction event for you and a set of visits for 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 will support any alternative transition arrangements wherever possible.

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## **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.

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>



## **Transport Policy**

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

These distances are the shortest available route from the pupil's house to the school gate and can take into account main roads (including dual carriageways), tracks and paths. Application forms for free transport, Form PTU100 can be obtained from the school office.

### **Privilege Transport**

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

As School Transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport, Privilege Pupils are required to meet the bus on the existing bus route. For further information and application forms, see the Council website.

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

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

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## **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.

## **Special Schools and Enhanced Provision Transport**

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.



## **Uniform Policy**

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 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.

### **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/>

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