



Hatton (Cruden) School



School Prospectus 2012

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

Hatton (Cruden) Primary School
Station Road
Hatton
Peterhead
AB42 0HZ

Telephone - 01779 841234
Fax - 01779 841373
E mail - hatton.sch@aberdeenshire.gov.uk
Information Line - 0870 054 4999
Website - www.hattoncruden.aberdeenshire.sch.uk

Dear Parent,

Welcome to Hatton (Cruden) School and to what I hope will be a productive and rewarding association with the school. Children do best when they have the support of parents and staff working together in partnership. The education of a child is far too important to be left to a school alone. Parents have a very important part to play too, and the school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support. We want all parents to be involved in their children's learning and look forward to working with you in the years ahead.

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of life at Hatton (Cruden) School as we can, and are written in response to 'School Handbook Guidance (Scotland) Regulations 2012.' This handbook will be updated annually and you will be asked to replace certain pages with new information.

This booklet has been compiled to help your child to settle into Hatton Primary and to provide you with information about the school. If there is any further information that you need, or if there is a section that is unclear, please do not hesitate to contact the school. We would also welcome any comments that you have about this booklet so that we can improve any future editions.

We believe that education at Hatton School should be about providing a caring and supportive atmosphere in which children can feel secure. We aim to develop pupils' all-round health and well-being, and believe that their social and emotional development is a foundation for wider achievement. We aim to help them develop the core skills they will need both now and in the future to solve problems and cope effectively with challenge.

We aspire to the Scottish Government's vision for all young people to be:

- confident individuals, successful learners, effective contributors and responsible citizens, who are
- safe, nurtured, healthy, achieving, active, included, respected and responsible

We hope that you will help us to be the best that we can be and support us in our efforts to help all pupils to realise their full potential.

Yours sincerely

Mrs Sandra Masson
Head Teacher

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

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.

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Section 1

General School Information

SCHOOL CONTACT DETAILS

Head Teacher Mrs Sandra Masson
School name Hatton (Cruden) School
Address Station Road, Hatton, Peterhead, AB42 0HZ

Telephone Number 01779 841234 (You can leave a message on this line.)

Website www.hattoncruden.aberdeenshire.sch.uk

Email Address hatton.sch@aberdeenshire.gov.uk

Type of School Hatton (Cruden) school is a Primary School

Present Roll: 99 pupils

For further information about the roll and structure of classes please see the relevant section at the back of this book.

Denominational Status – Hatton (Cruden) School is a non denominational school.

The school does not teach by means of the Gaelic Language.

All Aberdeenshire Schools are Co-educational, providing education for both boys and girls.

Email address for the Parent Council – hattonpc@gmail.com. The Parent Council also has an active Facebook page.

Information Line 0870 054 4999 (school pin no - 021850)

Adverse weather and emergency closure -

www.aberdeenshire.gov.uk/closures

Please see page 16 for further information regarding adverse weather and emergency closures.

Local Area Office

Quality Improvement Officer

Banff and Buchan Education Office
St. Leonards
Office
Sandyhill Road
Banff
Tel: 01261 813343

Mrs Fiona Cruickshanks
Banff and Buchan Education
St. Leonards
Sandyhill Road
Banff
Tel: 01261 813343

Contact details for

Director of Education, Learning and Leisure

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

Hatton (Cruden) School Background Information

Hatton (Cruden) School is non-denominational and serves the village of Hatton and the surrounding rural area. It is situated between Peterhead and Ellon in the Northeast of Scotland and is part of the Ellon Schools Cluster group. Ninety per cent of the pupils come from within the village, with the remaining children travelling by bus to school from country homes. Most families originate from the local area. Housing is mixed comprising private housing developments, local authority houses and country homes.

On leaving Hatton School, almost all pupils transfer to Ellon Academy, which has 11 associated feeder schools as part of the Ellon Community Schools Network (CSN). Within the Ellon CSN, all services operate in an integrated framework in order to ensure that each child has the fullest opportunity to maximise his or her potential.

Two buildings provide the present accommodation. The main school building was built around 1875 and was extended in the 1950s with the building of a staffroom and large school hall. The annexe in the North playground was added to the accommodation in the 1930s and was externally renovated in 1985. Access to the school is via the school lane, where there is a bus lay-by and restricted staff parking. The Hatton Millennium Project, an All-Weather Pitch, is located next to the school. This provides an excellent facility for a wide range of sporting activities.

Hatton School's current roll is 99 pupils and the school provides education for children aged 5 to 12 years, from Primary 1 to Primary 7. There are five classes this session, all except one comprising composite stages. The school has 5 full-time teaching staff and two job-share teachers. The Head Teacher is non class committed. Specialist teachers help with the delivery of Drama, Art and Design, German, Music and Physical Education. We also have a visiting specialist who provides support for learners on two days each week. The school also works closely with a range of other support agencies in order to provide the best possible experience for children with additional support needs. Our Active Schools Coordinator provides a range of additional active and sporting activities for the children.

Our teaching team is supported by three pupil support assistants, a school administrator, a clerical assistant, a part-time janitor and catering and cleaning staff.

The school has a supportive and active Parent Council.

The school manages its budget in line with Aberdeenshire Guidelines and priorities are identified in line with the School Improvement Plan.

The school was inspected by HMIE Inspectors of Schools in June 2008 and their report was published in October, 2008. The school is accredited at commended level as a Health Promoting School, has a bronze Enterprise Award and a Silver Eco School Award. The school has also been recognised as a Bird Friendly School.

For further information about classes and teachers please see the relevant section at the back of this handbook.

VISITS OF PROSPECTIVE PARENTS

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

Admission/Enrolment

Primary Admissions

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

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

School Zone

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

Further information is available in *Notes for Parents Aberdeenshire Council*:

www.aberdeenshire.gov.uk/parents/carers/information/NotesforParents2012.pdf

ORGANISATION OF THE SCHOOL DAY

School Hours

Morning session	9:00am - 12:30pm (interval 10:40am - 11:00am)
Lunch	12.30pm - 1.30pm
Afternoon Session	1:30pm - 3:20pm

SCHOOL UNIFORM

Children are strongly encouraged to wear school uniform and we appreciate parents' support in this. School Uniform gives pupils a sense of identity and a feeling of pride in their school. Coming to school neatly dressed in their uniform is part of the routine that encourages them to give of their best in school. The Parent Council organises a selection of 'nearly new/recycled' sweatshirts and items of uniform for parents who would wish to make use of these. These items are kept in the school library where parents can select items for a token charge of £1 per item on a self-service basis. Please call into the school at any time if you would like to make use of this.

School uniform consists of – navy school sweatshirt with school logo, white or blue polo shirt, navy or dark school skirt, pinafore or trousers, dark school shoes (children should not wear high heeled shoes as these cause safety concerns). In the summer, a blue/white checked dress is also an option for girls. We appreciate your cooperation in support of this.

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

Sweatshirts, polo shirts and fleece jackets with the school logo can be purchased directly from 'Jazmaine Knitwear' in Peterhead (please contact the school for details). A large school order is also taken in the Spring Term for the year ahead.

Please mark all clothing and footwear with your child's name, as so many items are identical and it can be difficult to distinguish between them.

For P.E., pupils wear a T-shirt which tucks into shorts, standard length shorts, socks, gym shoes (preferably with Velcro or elastic fastening for younger pupils) all kept in a gym bag. P.E. kit bags can be purchased from the school office at a cost of £2.50. With regard to safety, the wearing of jewellery (which we actively discourage) is not permitted during PE lessons. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings who 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.

For Art, it is best if pupils bring to school an apron, old shirt or T-shirt to protect their school uniform.

The school requests that football team tops and designer garments are kept for home use as these can provoke conflict amongst the pupils.

Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.

Pupil Belongings & Valuables

Children in all classes have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Each child will also have their own named tray for storing their belongings in class.

Valuables

The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear ear rings should wear studs as opposed to hoops or dangly ear rings.

Children should not bring electronic games, mobile phones or other expensive items into school. Should parents request that their child be allowed to take a mobile phone into school for use after school, the pupil will keep it in their schoolbag for the duration of the school day.

School Equipment

The school provides all of the books and equipment that your child will need to use in school, however many children like to bring their own pencil case and equipment. We recommend a strong school bag for carrying belongings and equipment, and a plastic folder to carry reading books, homework and any notes or newsletters. We would suggest the following pencil case contents – HB pencils, coloured pencils, rubber, sharpener, ruler, glue stick (non-toxic).

Please note, should reading books be lost or damaged, parents are requested to pay £3.00 towards the cost of a replacement.

Arrival at School & Playground Information

Parents are advised not to send pupils to school before 8.40am, as staff are preparing work or planning arrangements for the day ahead. A member of staff will be available in school to support pupils who require assistance and to ensure the safety of pupils who arrive early on the school bus.

This is the earliest time we expect children to arrive at school. During inclement weather, your child should arrive at school just in time for the start of the school day at 9.00am.

School transport pupils, whose parents have no control over their children's arrival time, will be allowed into the building if the weather is excessively wet or windy. School transport will not drop off pupils more than 20mins before the start of the school day.

A member of staff supervises children in the playground during lunch/break times.

If your child has an accident in the playground, he/she will be treated by a first aider. Your child will be given a minor injury slip, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries. **(Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)**

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year.

In accordance with Aberdeenshire Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground nor throw snowballs.

At the end of the school day, infant pupils who do not go home on school transport should be collected outside the entrance to the infant building. Please ensure your child knows who he/she is going home with if you are unable to collect your child.

For health & safety reasons, dogs are not permitted in the school grounds.

For security reasons, the outer school doors will be automatically locked once children are inside school at the start of the school day and at the end of the school day.

School Office

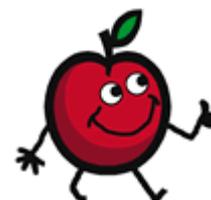
The school office is manned by administrative staff from 8.45am – 3.20pm from Mondays to Thursdays and from 8.45am – 12pm on Fridays. The head teacher will be also be available outwith these times.

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

There is a buzzer to ring for entry to the school.

SCHOOL MEALS

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



Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. These can also be found by following the link below.

http://www.aberdeenshire.gov.uk/schools/school_meals/index.asp

For current school meal charges please see the coloured section at the back of this book or check on the webpage noted above. You can purchase tickets by visiting the gym hall from 8:45am until 9:30am on a Monday morning or by providing your child with the money in a sealed envelope with clear instructions about number of tickets to be purchased along with your child's name and class. School dinner tickets should be bought on a Monday when the school cook is available in the gym hall. Remembering to send your child to school with dinner money on a Monday helps greatly with administration time. Should a child forget his/her dinner money, they will still receive a school dinner, and you will be contacted regarding payment.

Please make cheques payable to Aberdeenshire Council.

Before lunch, the children wash their hands and proceed to the dining hall in a quiet and orderly fashion. Children sit at mixed age tables where we encourage the older pupils to help the younger ones and promote appropriate behaviour, manners etc.

Children are encouraged to eat all of their lunch, but not forced. If we feel that a child is not eating enough at lunchtimes we will contact you.

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

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

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

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

Some pupils may be entitled to free school meals. Please see coloured section at the back of the book for further information.

“Playpiece”

Children should be sent with a snack for their “playpiece”. As a health promoting school, we encourage healthy options. The children also have the option of buying something from the tuck shop on Wednesday and Thursday mornings. Children should not share their playpiece with others in the playground as they may inadvertently cause another child to have an allergic reaction. (e.g. nut allergy – resulting in anaphylaxis.)

School Tuck Shop

This operates on Wednesday and Thursday mornings from the school library. A range of snacks provided by Clerkhill School kitchen are provided at a cost of around 20p each.

Cakes/Treats

We request that cakes/treats etc for birthdays are not sent to school for sharing as this can cause difficulties where there are children in class with food allergies/intolerances or other dietary circumstances.

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.

Unplanned Absence

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

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

- If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are

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

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

Communicable/Infectious Diseases

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

Head lice

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

Asthma Inhalers

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

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

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

Parental Role

We would like you to:

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

Also:

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

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

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

When will schools be closed?

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

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

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

Nursery, Primary and Special Schools

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

Secondary Schools

Because of the large number of pupils in Secondary Schools, it is impossible to inform all parents in advance of emergency closures and schools may dismiss pupils without first contacting parents.

Individual schools will let parents know of any local arrangements.

What education might my child be missing?

Some parents and pupils worry that important examinations or work is missed because the school is closed or conditions make it difficult to attend. But the *safety and welfare of children must take precedence* when making judgements about travelling to school in bad weather.

Arrangements can be made for lost time to be made up and examinations can be rearranged. Information regarding the continuation of learning may also be posted on GLOW class pages.

Further Information

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

Northsound 1

FM 96.9 Tel: 01224 337000

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7 MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4 Tel: 01467 632878

Waves Radio

FM 101.2 Tel: 01779 491012

Original 106 FM

Tel: 01224 293800

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

www.aberdeenshire.gov.uk/closures

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

www.aberdeenshire.gov.uk/alerts/index.asp

School Information Line

Tel: 0870 054 4999 then 02 + your school's 4 Digit Pin (**1850**). If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

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

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

Education Offices (9am – 5pm)

Banff – 01261 813340

Fraserburgh – 01346 515303

Peterhead – 01779 473269

Inverurie – 01467 620981

Stonehaven – 01569 766960

Contact Details

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

Parking

Parents/guardians are requested to use the car park next to the village hall.

Parents must not park in the school lane or the 'zig-zag' marked area outside the school on Station Road. Children who walk to school should use the pupil entrance gate at the bottom of the school lane.

Transport

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. Free School Transport is also provided for children with additional support needs. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport.

Privilege transport

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

For further information click on the link below or contact the school.

<http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp>

Section 2

Curriculum and Assessment

School Ethos/Aims/Values

Hatton (Cruden) School's Aims communicate our philosophy and beliefs for Hatton (Cruden) School Community.

These aims were written after consultation with pupils, parents and staff on what makes an excellent school for them. They also take into account the Scottish Government's National Priorities and their vision for the children and young people of Scotland, which states that:

"In order to become confident individuals, effective contributors, successful learners and responsible citizens, all Scotland's children need to be: safe, nurtured, healthy, achieving, active, included, respected and responsible."

1. We will help everyone with their learning so that they can be the best that they can be.
Staff and parents will work together to help children to learn. Everyone will do their best and we will help them to reach their goals; we will praise them when they do well.
We will recognise that learning happens both within and outwith school and is a lifelong journey
2. Staff will keep learning about how they can improve teaching and helping pupils to learn.
Learning will be fun, interesting and exciting and we will try new things.
Everyone will be safe and protected from harm.
We will help everyone to feel good about themselves and what they can do.
3. Everyone will be treated fairly and equally, according to their needs.
We will help people to manage when things are difficult for them.
4. Everyone will be made welcome in our school and we will listen to their ideas.
We will care for and work well with one another.
We will learn about our rights and responsibilities and respect other people's rights.
We will look after ourselves so that we are fit and healthy and can manage our feelings.
We will value differences in people in our school and in the world around us.
We will look after buildings and property in the school and village and take care of the world around us.
5. We will keep learning new skills so that we can enjoy our lives and reach our goals in the future.

Positive Behaviour Management

At Hatton School, we aim to promote a positive ethos through positive behaviour management strategies, high expectations and celebration of achievement. Staff will promote, teach and support positive behaviour within a clear framework of rights, responsibilities, rules and consequences. We also believe that staff, pupils, parents and the whole school community all need to work together in order to sustain a purposeful and happy environment.

At Hatton School EVERYBODY has RIGHTS.

Pupils

We all have a right to work, play and learn in a friendly, safe and supportive school.

Teachers

We all have a right to teach in a friendly, safe and satisfying school, which is supported by the school community.

Parents and community

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and supportive school.

At Hatton School, EVERYBODY also has RESPONSIBILTIES, as shown in the diagram below.



Rules

To help protect our **rights** and to encourage **responsibility**, we have basic rules for our school. These have been devised in consultation with staff, pupils and parents.

Classroom

Each class displays its own set of positive behaviour requirements, according to age and stage, and this is devised in consultation with pupils.

<p><u>To and From School</u> Follow Road Safety procedures</p> <ul style="list-style-type: none"> • Use pavements • Stop, Look, Listen, Think • Good conduct, especially when wearing school clothes • Stay in the playground once entered • Go straight home from school 	<p><u>To and From School</u> Additional Bus Rules</p> <ul style="list-style-type: none"> • Get on and off bus safely, being aware of other traffic • Go straight into the playground from the bus (Do not go to shops) • Listen to driver • Wear seat belts and stay seated • Don't distract the driver
<p><u>Playground areas</u></p> <ul style="list-style-type: none"> • Follow School Council rules • Stay within your own areas • Put litter in the bins • Consider other children • Large ball games in the back playground only • Keep off railings and gates • Walk round corners 	
<p style="text-align: center;"><u>Breaktimes</u></p>	
<p>❖ Corridors</p> <ul style="list-style-type: none"> • Walk at all times, keeping to the left in single file • No eating or drinking to avoid spillages • Keep clear of all exits • Use appropriate doors • Do not use corridor as shortcut between playgrounds • Quiet conduct in the corridor at all times <p>❖ Lining up</p> <ul style="list-style-type: none"> • Line up as soon as the bell rings • Stand quietly 	<p>❖ Lunchtime</p> <ul style="list-style-type: none"> • Always clean plates properly before stacking • Chat quietly • Walk at all times • Heed dinner staff • Show good manners – use cutlery properly • don't play with food <p>❖ Toilets</p> <ul style="list-style-type: none"> • No lingering in toilet areas • No climbing on the sanitary wear • Use soaps, paper towels etc. responsibly • No eating in toilets

House System

To encourage high standards in all respects of school life, pupils are placed in three houses: - Aldie, Ardiffery and Auchlethen. Children are put in the same house as brothers or sisters to give family identification with a house.

At the beginning of each session, the House members vote for a House Captain and Vice Captain from Primary 7 pupils and monitors from this stage are also selected. These pupils are given special responsibilities and are expected to be caring and supportive of pupils in their House.

'House Points' can be gained by pupils in the form of coloured 'pegs' to reward behaviour, effort or achievement in any aspect of classroom or school life and these points are tallied by House Captains on a weekly basis. From time to time, special House activities are organised and additional points can be earned from these. The Annual School Sports gives pupils further opportunities to win points for their House. A shield is awarded to the winning house at the end of the session.

In Class

Each teacher uses her own systems (relevant to age and stage) for encouraging positive behaviour, but also discusses the consequences of not following the rules with the class.

The following sanctions may be used in any appropriate sequence depending on the severity of the incident(s).

- Rule reminder
- Removal of house points
- Loss of breaktimes
- Written exercise
- Referring child to the Head teacher
- Contact with parents

All of these procedures will be securely based within a 'listening' environment, where the children will be encouraged to discuss the following issues in order to reflect upon and improve their behaviour.

- What rule did I break?
- Why is the rule important?
- How did I hurt others by my actions?
- Why did I do it?
- How can I avoid breaking the rule again?
- Where necessary, children may be involved in setting 'behaviour targets' to help focus their efforts to follow the rules. These will usually be recorded in written form and monitored by staff.

Whilst rewards and sanctions have their place, we believe that positive behaviour is more likely to develop as a result of positive relationships, where pupils are supported and cared for. Pupils must also take responsibility for the impact of their behaviour on others.

Rewards

At Hatton School, these are used to celebrate pupil success at whole school, class and individual levels in order to promote self-esteem and positive behaviour. House Points are awarded for pupil effort and

achievements and certificates are awarded on a weekly basis at school assemblies. Class teachers also have systems in place in individual classes to reward pupil success. Praise and reinforcement are used in a considered way, based on pupil effort and performance, to ensure that pupils value them.

Bullying

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

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

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

If an allegation of bullying is made, we will investigate the incident, discuss it with those involved, and hopefully resolve the incident. Support will be given to all those concerned. A problem-solving approach will be used to discuss the feelings and perceptions of those concerned. Persistent bullying by any pupil will result in the parents of the bully being invited into school to discuss the problems and the action to be taken. Appropriate advice will be given to the victim in order to minimise or discourage the possibility of future bullying. The playground auxiliaries will be alerted to the problem so they can be extra vigilant and supportive.

At Hatton (Cruden) we believe that where bullying is concerned, prevention is better than cure. In school we undertake a variety of activities and programmes which encourage positive relationships between the children. Through these activities we help pupils to learn and practise the skills required to develop positive relationships and we raise their awareness of anti-bullying strategies. These approaches include learning social skills through cooperative learning strategies, and our whole school 'Bounce Back' programme for developing emotional literacy and resilience.

Hatton Befrienders

Hatton Befrienders is a peer mediation and conflict resolution system which has been developed to help address some concerns raised by the children in questionnaires about their playground experiences. It is a system which empowers the children to engage in their own peace keeping negotiations through the use of a mediator, to help resolve low level squabbles and disputes, releasing staff to deal with more serious incidents. It also helps isolated children to find games and groups of children to play with during break times. It is a whole-school initiative, in which pupils are trained to become Befrienders in the playground, supporting pupils in solving their disputes and helping those who are without playmates. All children in the school are taught techniques to help them to listen to and empathise with others, and to find positive ways of resolving conflict.

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:

www.aberdeenshire.gov.uk/about/departments/GuidelinesForExclusion.pdf

CURRICULUM

Curriculum for Excellence

Curriculum for Excellence has now been introduced across Scotland for all 3 – 18 year olds- wherever they learn.

Principles for Curriculum Design

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

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

Curriculum Entitlements

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

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

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

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

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

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

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

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

School Policies

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

The Curriculum for Excellence is structured into different levels.

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

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

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

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

Third and

Fourth

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

Senior

phase

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

Educational Visits

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

Every second year, upper stages pupils have the opportunity to go on a 5 day residential trip. This usually takes place in term 4 and has a focus on health and well-being as well as physical activity.

Learning and Teaching

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment, including local businesses, as appropriate. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

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

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

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

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

pupils are involved in setting their own targets and planning next steps in learning.

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

Further information about Aberdeenshire's curriculum framework can be found at

www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf

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

PUPILS' INVOLVEMENT IN THE LIFE OF THE SCHOOL

Taking Responsibility

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

- Monitors – P7 support the younger pupils during wet playtimes
- Buddies – P7 pupils are paired with P1 pupils and help them to settle into school life
- Befrienders – supporting children to find friends and sort out squabbles
- Young Leaders – teaching younger children to play co-operatively
- House Captains and Vice Captains – acting as role models for younger pupils and taking on whole-school responsibilities
- School Groups – we organise fortnightly 'Fun Fridays' where children work in mixed age groups to make a difference in some way, for example:
 - ECO group – helping the school become more environmentally friendly
 - Health group – helping the school become healthier
 - Pupil Council – making decisions about improvements to the school.
 - Citizenship Group – organising events and activities to help others in the school, local or wider community

Assessment & Reporting

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

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

Formative Assessment includes :

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

National advice outlines that for learners to demonstrate that their progress is **secure** and that **they have achieved a level**, they will need opportunities to show that they :

- Have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- Can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- Can **apply** what they have learned in new and unfamiliar situations

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

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

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

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

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

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, and samples of work sent home, through visits to school for open days and class assemblies and through visits to school for more formal parent interviews.

During parent interviews, information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home. School reports are sent home around April of each year. Parents and pupils are invited to add their comments to these reports.

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be produced in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

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

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

Extra Curricular Activities

Activities are organised for pupils by the Active Schools Co-ordinator and by school staff. The activities offered vary from session to session, depending on the talents and interests of the staff involved, and on the time they are able to give. This session we are providing Cheerleading and Zumba dance sessions. The activities take place after school or at lunchtimes. Details of activities are given in the Parent Newsletter at the start of each term. If you would like to run or help with any activity, your input would be very welcome.

Instrumental Tuition

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

For further information

www.aberdeenshire.gov.uk/parentscarers/informatio/music_service

SENSITIVE ASPECTS OF THE CURRICULUM

Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values

through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

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

Religious and Moral Education

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature. We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

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

The School Chaplain visits school on a regular basis.

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.

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

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

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

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

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

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

P1 – P4

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

P5/6/7

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

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

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

Sexually transmitted infections
Sexuality and gender

ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION

Parents/carers/guardians

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school.

Actively support the work of the school.

School

Building supportive and positive communication with parents.

Encouraging parents to view the teaching and resource materials.

Dealing with parental concerns.

Providing staff with appropriate training and support.

Actively seek parents' support through activities such as:- homework tasks, questionnaires, training, workshop and information sessions.

Using Appropriate Language

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

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

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

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

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

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

DRUGS EDUCATION/SUBSTANCE MISUSE

The Aims of Substance Misuse Education

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

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Hatton School programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.

Section 3

Parental Involvement

Pupil Welfare

PARENTAL INVOLVEMENT PARENT COUNCILS

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

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each

family and the school. It is anticipated that this can be done in three ways. These are:

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

Parents can support learning at home through:

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

2. Home/School Partnership:

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

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

3. Parental Representation:

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan
- They comment upon and adds to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting the Parent Council Chair or the Head Teacher or by clicking on the link below:

Communication

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

A school bulletin is sent home once a month, detailing information about school events and activities. Class teachers also send home a class newsletter each term.

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

We also rely on parents to let us know if there is any information they would like to share that would help us to provide appropriate support for our pupils. We believe in building positive relationships with home and in working together to do the best that we can for pupils.

The school homework jotter/reading record is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home personal learning plans and learning logs (depending on your child's age and stage) for you to see and discuss with your child.

In the autumn term, you will be invited to attend a parent interview. This is a chance to meet and get to know your child's new teacher and to share with him/her, your knowledge of your child and your hopes for his/her progress and any additional support needs/relevant information. At this interview, the teacher will share information regarding your child's personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.

You will receive a written report on your child's progress during the spring term. When requested by either parent or teacher, a follow up or an additional interview will be arranged.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances, open days, the school website and the local and national GLOW website. The school website address is www.hattoncruden.aberdeenshire.sch.uk. Parents are issued with passwords to access the school GLOW site.

As well as providing information to parents, we also seek parent views, for example in the form of a parent feedback questionnaire.

HEALTH CARE

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

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

Primary 1

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

Primary 7

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

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

How can Parents Help?

1. Contact the school if you are worried about any aspect of your child's health, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Nurse enormously.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

YOU CAN CONTACT YOUR SCHOOL HEALTH STAFF AT: -

School Nursing Service
Mrs. J. Stephen
Ellon Academy
Schoolhill
Ellon
AB41 9AX
Tel: 01358 727955

THE PROGRAMME OF ROUTINE DENTAL INSPECTION OF SCHOOL CHILDREN

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

ADMINISTRATION OF MEDICINES

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture.

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

Transitions

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

Transfer to Primary 1

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

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

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

Our prospective P1s also have the opportunity to come into class for an induction session in 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.

Transfer to Secondary Education

Most children from Hatton School attend Ellon Academy in Ellon (Telephone Number 01358 720715).

Hatton School is part of the Ellon Community Schools Network. An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 5 days at Ellon Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Ellon Academy where information will be shared and questions can be asked.

Placing request forms are available from the school.

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 and Family Support workers, Community Learning workers, other professionals and voluntary organisations may be involved in ensuring a smooth transition from primary schools to the Academy.

A P6-S1 Learning Co-ordinator will help support the transition process for all pupils moving to Ellon Academy. In addition to the formal programme, our P6-S1 Learning Co-ordinator will regularly visit all cluster primary schools to get to know the children, deal with worries and concerns, teach a variety of lessons, gather and share information and support pupils during the transition process to the Academy. The Transition Programme from P7 to S1 for session 2013-2014 is as follows:

Month	Activity	Description/purpose
December 2012/ January 2013	Visits to primary by DHT Admissions and DHT SFL from Ellon Academy. <i>Newsletter issued to P7</i>	DHT admissions to meet and chat to P7 pupils about Ellon Academy, DHT SFL to meet with Class teacher to discuss individual and specific needs of each pupil.
January 14 & 15 February 4 2013	Parent /Carer tours of Ellon Academy Admission/ transport forms	Parents and carers invited to a presentation by the Rector and an informal tour of Ellon Academy during the working day to observe pupils while they learn.
February 2013		Forms to be returned via primary schools to Ellon Academy by 5 February 2010 . Ellon Academy 2011-2012 School Prospectus available
March 2013	Transition meetings for pupils with Additional support needs begin. <i>Newsletter issued to P7</i>	Plans put in place to support pupils after discussion & agreement with pupils, parents and professionals involved
April/May 2013	PTs Guidance visit primary schools	Principal Teachers of Guidance visit primary schools to give out Ellon Academy Learning Passports. Support for Learners staff meet with pupils; additional visits are arranged as per agreement at a Transition Meeting
June 24 – 28 2013	Pupils visit days to Ellon Academy	Primary 7 visit days to Ellon Academy where pupils follow their S1 timetable for most of the week.
June 26 2013	Parents' Meeting Evening. Newsletter to P7	P7 Parents' Meeting at Ellon Academy in the evening P7 Disco (to be confirmed)
August 20 2013 August 2013	New S1 start Ellon Academy organisers issued to new P7. S1 MidYIS baseline assessment. Confidential Pupil File entries checked and updated	Pupils arrive at Ellon Academy to begin S1 New P7 issued with their Ellon Academy organisers Pupils complete a baseline assessment using ICT. Information gathered from primary schools is updated and available, in confidence, electronically to teaching staff to ensure pupils are supported appropriately
September 2013	Continued S1 Induction Programme	Team building and curriculum skills to highlight essential learning skills
October 2013	Review meetings <i>Newsletter to P7</i>	Review meetings, where agreed, for pupils with additional support needs.
November 2013	S1 Guidance Interviews S1 Parent consultation evening with class teachers.	Each S1 Pupil has an individual meeting with their Guidance Teacher to discuss transition and progress Parent meeting to meet and discuss their child with class teachers

Transitions Between Stages

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

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

CHILD PROTECTION

“All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount”. Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

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

It is everyone’s job to ensure that children are kept safe. Schools are required to report any suspected child abuse to appropriate services such as police or social work.

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

From National Guidance for Child Protection in Scotland 2012
Categories of abuse include:

- Physical
- Physical neglect
- Emotional
- Sexual
- Non Organic Failure to Thrive

A comprehensive set of guidelines provide all staff and volunteers who come into

contact with children the essential information about protecting children from harm. Where parents have concerns about the safety or protection of any child they can contact the National Child Protection Line on 0800 022 3222 at any time. For further information go to North East Child Protection Committee website on www.nescpc.org.uk

All Education, Learning and Leisure Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All establishments are required to provide Child Protection awareness raising to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education, Learning and Leisure Guidelines can be accessed through:

[http://www.aberdeenshire.gov.uk/parentscarers/ChildProtection.as](http://www.aberdeenshire.gov.uk/parentscarers/ChildProtection.asp)

[p](http://www.aberdeenshire.gov.uk/parentscarers/ChildProtection.asp)

ABERDEENSHIRE COUNCIL EDUCATION LEISURE AND LEARNING

SUPPORT FOR PUPILS

Getting It Right For Every Child (GIRFEC)

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

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

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

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

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

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

The eight wellbeing indicators are:

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

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to; <http://www.aberdeenshire.gov.uk/about/departments/girfec>

Key Adult

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

SUPPORT FOR LEARNERS

Additional Support Needs

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

Educational Psychology

The School's Educational Psychologist works in partnership with school staff to help children and young people reach their full potential. The educational psychologist supports this by offering schools a number of services including training, research, project work, intervention work, assessment and consultation.

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of the children and young people.

These informal consultations aim to develop strategies the teacher can use to bring about positive change. The educational psychologist may also spend time observing in the classroom or playground to support teachers in assessing how different teaching approaches affect learning and behaviour.

When concerns persist, the school and educational psychologist may feel that a more formal meeting may be helpful. If the concern is about a child, the school will ask the parent's permission to hold a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person.

Further information about the educational psychology service can be found at; www.aberdeenshire.gov.uk/eps

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher.

Pupils who have more significant identified needs, and need more support than can be provided in their local primary school, can be supported in the area 'Enhanced Provision resource' a school which has additional staffing and resources. At least one primary in every Aberdeenshire Cluster is additionally resourced. In Ellon cluster the additionally resourced school is currently Ellon Primary School. All Aberdeenshire secondary schools have Enhanced Provision resources. There are also 4 special schools in Aberdeenshire, and these Aberdeenshire specifically resourced schools also have additional levels of staffing, expertise or resources to allow them to meet very significant or profound needs.

For further details contact:

ASN Manager
Education Learning and Leisure Service
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel no 01224 664886
Fax no 01224 664615
ELL.Enquiries@aberdeenshire.gov.uk

Identifying and Reviewing Additional Support Needs

In Aberdeenshire the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has Additional Support Need (ASN), and consider if a Co-ordinated Support Plan (CSP) is needed. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

Staged Approach to Assessment & Intervention

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

Stage 1: School Based Action

Consultation can be provided by any agency/service

Any actions required are delivered within the school context by school staff. Personal Learning Planning is used and where appropriate pupils have individualised educational programmes.

Stage 2: Education & Recreation Service Action (in addition to school-based action)

- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context.
- There will be a need for action by education and recreation services out with the school. Again, where appropriate, pupils have individualised educational programmes. It may also be necessary to consider the need for Managing Accessibility Plans.

Stage 3: Multi Agency Action

- Consultation can be provided by any agency/service
- There is a need for action by education and recreation services as detailed in stage 2 along with integrated collaborative action by other agencies.
- Pupils should have individualised educational programmes and other planning formats such as CSPs may also be considered where pupils meet the relevant criteria.

Individualised Educational Programmes

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

Multi Agency Plans

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

Co-ordinated Support Plans (CSPs)

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

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

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

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would

find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**

Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.

- **Advocacy**

These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

For more information on Support and Advocacy contact:

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

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:

Website: www.siaa.org.uk

Independent Mediation Services

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

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

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

www.sclc.org.uk

Enquire

This is a Scottish advice service for additional support for learning. It is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire offers independent, confidential advice and information on additional support for learning through:

- Telephone helpline: 0945 123 2303
- Email Enquiry service: info@enquire.org.uk
- Advice and information is also available at www.enquire.org.uk
- Enquire provides a range of clear and easy to read guides and factsheets. including “The parents’ guide to additional support for learning”.

Additional Support Needs School Policy

The school’s policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Support for Learning Teacher and/or other agencies as noted above. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher and learning support staff. Occasionally where deemed necessary the children may be supported individually or in small groups away from the classroom in a quiet setting within the school.

Educational Psychology Service

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

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

What do Educational Psychologists do?

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

1. **Consultation** involves working collaboratively with the people most closely involved with a particular issue. The aim is to explore the issue(s) and to collectively generate workable solutions;

2. **Assessment** may involve direct or indirect work with the child/young person. Direct assessment tools include observation, analysis of work,

questionnaires, curriculum based assessment, dynamic assessment, checklists and scales. Indirect assessment is based on an analysis of information gathered in consultation with those most directly involved with the individual or issue (e.g. parents, school staff, other professionals);

3. The purpose of an assessment is to inform future **intervention**. An intervention is a strategy designed to overcome barriers to learning. A group, class or whole-school intervention may stem from work originating at an individual level. Planning interventions is an important part of consultation. In some cases the psychologist may be involved in the implementation of an intervention;

4. Psychologists provide **training** for children and young people, parents, teaching staff and other professionals on a variety of topics. They also identify training needs within the education authority, provide advice on training content and delivery, and evaluate training programmes. Training can take the form of workshops, presentations and ongoing professional development dialogue;

5. Psychologists carry out **research** projects. This may involve action research, evaluations and literature reviews on issues related to learning and teaching. Research findings are disseminated to relevant stakeholders (e.g. other Educational Psychologists, parents, teachers, other professionals).

How do Educational Psychologists become involved?

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

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

If parents or carers have concerns about their child's education it is best to share them with school staff first, as most problems can be solved in school. It is possible for parents/carers to request the involvement of an

Educational Psychologist by contacting the Service directly although most usually school staff will contact the Educational Psychologist (with parental permission) if they feel that he/she would be able to help.

Further information about the Educational Psychology Service is available from the school or the Educational Psychology Service website on www.aberdeenshire.gov.uk/eps

Dealing with Concerns & Complaints

Concerns

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

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

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

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

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

For further information e mail hrpolicyteam@aberdeenshire.gov.uk

Complaints

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

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

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

INSURANCE

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

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

The Authority has a duty of care in respect of pupils in its charge during school

hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

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

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

Section 4

School Improvement

Data Protection

SCHOOL IMPROVEMENT

Standards & Quality & Improvement Planning

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

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

Improvement Planning

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

Parents can access comparative information about all Scottish Schools and their education authorities at www.ltscotland.org.uk/scottishschoolsonline

For further information on national quality indicators go to www.journeytoexcellence.org.uk/about/keydocuments/part3.asp

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data is collected and transferred?

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

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

How Does Aberdeenshire Council Hold and Store Pupil Data

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

Data Protection Act 1998

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

Fair Processing Notice

Who may process your personal data?

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

What personal data will be collected?

The information which you provide may include:

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

For what purposes will your personal data be used?

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

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

Will Aberdeenshire Council disclose your personal data to anyone else?

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

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

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

Aberdeenshire Council Education, Learning and Leisure Service:
01224 664630 or email: education@aberdeenshire.gov.uk

PARENTAL ACCESS TO RECORDS

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

www.educationscotland.gov.uk/parentzone/yourchildatschool/accessyourchildsrecord

Section 5

Annual Updates

SCHOOL CLOTHING GRANTS

Parents or carers who have a child under 16 attending an Aberdeenshire school and receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit, but not Working Tax Credit, and where your income is less than £15,860 (in 2011/12 as assessed by the Inland Revenue)
- Support provided under Part VI of the Immigration and Asylum Act 1999

Qualify for a School Clothing Grant. Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Further information is available from:

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

CAN MY CHILD GET FREE SCHOOL MEALS?

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

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £15,860
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- By email: benefits@aberdeenshire.gov.uk
- In person at one of our Benefit Offices

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

School Meals charges are currently £1.95 per ticket and £19.50 for a book of 10m tickets. Cheques should be made payable to Aberdeenshire Council.

STAFF LIST AND CLASS ALLOCATION

Primary	1/2	Mrs E. McQueen
	3/4	Miss L. Smith
	4/5	Mrs F. Taylor
	P5/6	Miss K. Charlton
	7	Mrs E. Macintosh and Mrs L. Stewart
Additional Support Needs		Vacancy
School Administrator		Mrs S. Smith
Clerical Assistant		Mrs A. Wallace

Pupil Support Assistants	Mrs H. Ahmed, Mrs L Jones, Mrs. L. Delday	
Visiting Teachers Education	Miss L. Meacher	Physical
	Miss J. Collins	Drama
	Mrs. S. Kenyan	Music
	Mrs. L. McBoyle	German
	Mrs J. Connell	Art/design
School Chaplain	Rev. R. Neilson	

TEMPORARY AND STUDENT TEACHERS

From time to time, we employ temporary teachers to replace staff who are out of school for professional development activities or who are on sick leave. A temporary teacher may also be put in place until a teaching vacancy is filled. Whenever possible, parents and teachers will be informed of the replacement teacher in advance. Continuity of learning and teaching for pupils will always be a priority, with replacement teachers making use of planned class work and records.

We also accept placements for BEd and Post Graduate students from Aberdeen University. Whilst in class, these students assist the class teacher in preparation and presentation of work and pupils benefit from this extra input. Sometimes they will have a period of 'continuous' teaching practice where they will assume management of the class. This is always discussed and planned with the class teacher to ensure continuity and progression for the pupils.

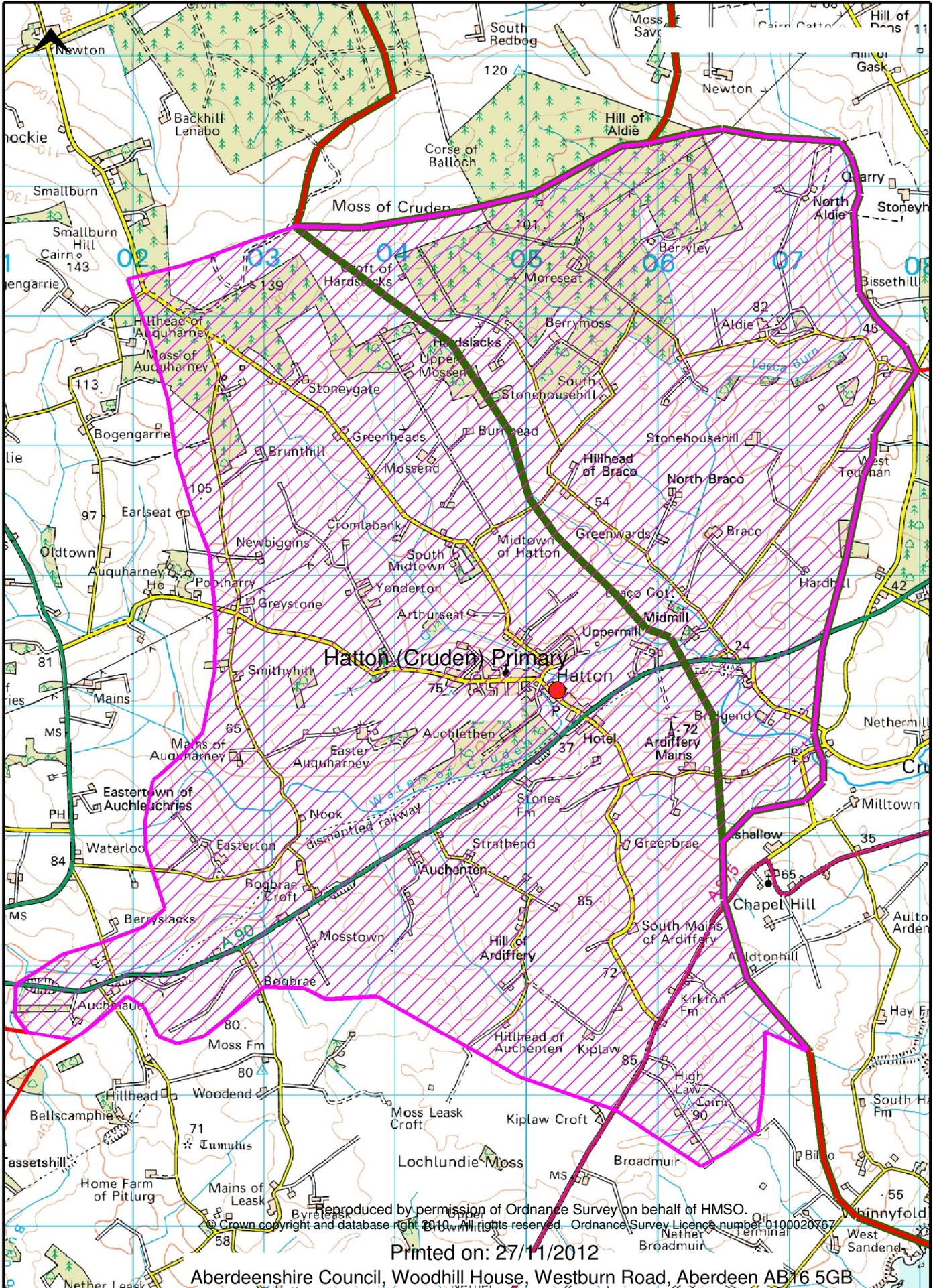
School Calendar 2012

August	Monday, 20 th Tuesday, 21 st	<i>In-Service Day</i> Session begins
September	Monday 3 rd Monday, 24 th Friday, 28 th	Full day attendance for Primary 1 Parents' Evening School Sponsored Fundraising Event
October	Monday, 1 st Friday 12 th Monday, 29 th	Curriculum Evening – P1 School closes for October Holidays School resumes
November	Monday, 12 th Tuesday, 13 th Wednesday, 14 th	<i>In-Service Day</i> <i>In-Service Day</i> Scholastic Book Fair
December	Tuesday 11 th Monday, 17 th Tuesday, 18 th Wednesday, 19 th Thursday 20 th Friday 21 st	End of term Carol Service at 2pm Infant Christmas Party Pantomime Visit – Aberdeen Arts Centre Senior Christmas Party Close for Christmas Holidays and End of Term Carol Service Holiday (Occasional Day)
<u>2013</u>		
January	Monday, 7 th	<i>School resumes</i>
February	Friday, 8 th Monday, 11 th Tuesday, 12 th Wednesday, 13 th	Holiday (Occasional Day) Mid-term Holiday <i>In-Service Day</i> <i>In-Service Day</i>
March	Friday, 22 nd Tuesday, 26 th Thursday, 28 th	Pupil Reports Issued Parents' Evening Close for Easter Holidays
April	Monday, 15 th	School resumes
May	Monday, 6 th Wednesday, 15 th To be confirmed	May Day Holiday School Sports School Fair
June	Monday, 3 rd Monday 10 th Monday, 24 th	New Entrants' Induction Visit Dalguise Residential trip Primary 7 Visit Days to Ellon Academy
July	Wednesday, 3 rd Friday, 5 th	Summer Outings End of Term Service and end of session

Also link to annual holiday calendar–
[www.aberdeenshire.gov.uk/schools/information/School holidaydates2011-12to2014-15.pdf](http://www.aberdeenshire.gov.uk/schools/information/School%20holidaydates2011-12to2014-15.pdf)

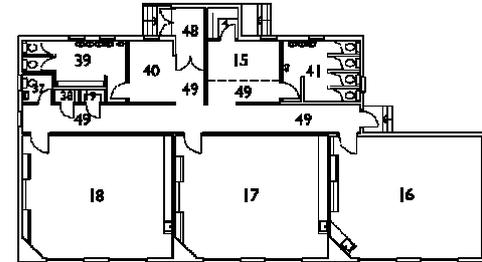
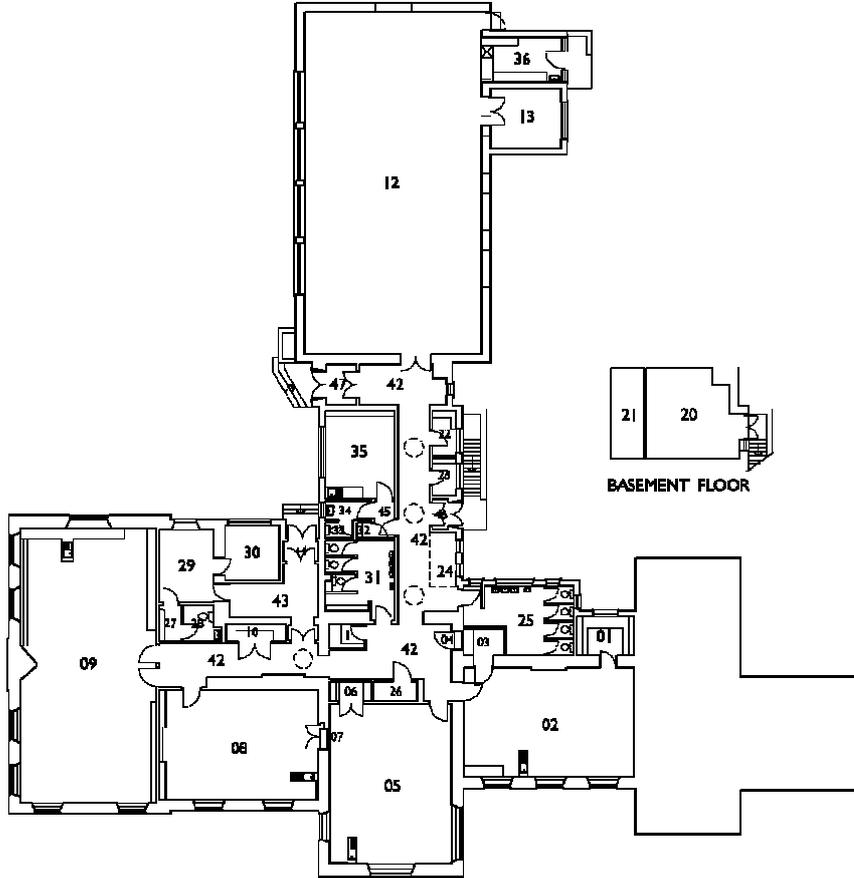
Map of catchment area

Map Scale 1:38851

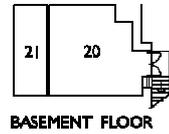


Plan of school

THIS DRAWING IS FOR GENERAL REFERENCE PURPOSES ONLY - ALL DIMENSIONS ARE TO BE CHECKED ON SITE.



ANNEXE



BASEMENT FLOOR

Floor Plan - NOT TO SCALE sheet 1 of 2

Amended 23rd April 2003

REFERENCE DRAWING No.

Date Surveyed 26 JAN 99

Date Drawn 10 FEB 99

B0725 RF I

HATTON OF CRUDEN PRIMARY SCHOOL
Station Road, Hatton, Peterhead

Aberdeenshire  **Property**
COUNCIL
Woodhill House Westburn Road Aberdeen AB16 5GB Tel. Property is a part of the Transportation, Road

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.