

**Banchory Primary School  
Arbeadie Road  
Banchory  
AB31 4EH**



**Learning Together, Growing Together**

**Expect the Best**

**2016 - 2017**

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

## Welcome Letter

**Banchory Primary School**  
**Arbeadie Road**  
**Banchory AB31 4EH**

Telephone: - 01330 823351  
E mail: - [banchory.sch@aberdeenshire.gov.uk](mailto:banchory.sch@aberdeenshire.gov.uk)  
Information Line: - 0870 054 4999 Pin 021300  
Website: - [www.banchoryschool.co.uk](http://www.banchoryschool.co.uk)  
Email Address: - [banchory.sch@aberdeenshire.gov.uk](mailto:banchory.sch@aberdeenshire.gov.uk)

Dear Parent/Carer

Welcome to Banchory Primary School. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us.

We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at Banchory Primary School. 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. The school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

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

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

Yours sincerely,

Mrs Jackie Fernandez

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: Jackie Fernandez  
School name: Banchory Primary School  
Address: Arbeadie Road, Banchory, Aberdeenshire AB31 4EH  
Telephone Number: 01330 823351  
Nursery Number: 01330 823369  
Website: <http://banchory-pri.aberdeenshire.sch.uk/>  
Email Address: [banchory.sch@aberdeenshire.gov.uk](mailto:banchory.sch@aberdeenshire.gov.uk)  
Type of School: Banchory Primary School is a Primary School with Nursery

Present Roll: 80 Nursery; 445 Primary

For further information about the roll and structure of classes please see annual updated section at the back of this handbook.

Denominational Status: Banchory Primary 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.

### **Information Line 0870 054 4999 + school pin no: 021300**

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

### **Adverse weather and emergency closure -**

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

Please see pages 18 – 21 for further information regarding adverse weather and emergency closures.

### **Local Area Office & Quality Improvement Officer:**

Mrs Deborah Masson  
Queen's Road  
Stonehaven  
AB39 2QQ  
Tel: 01569 766960

### **Contact details for**

### **Director of Education, Learning and Leisure**

Mrs Maria Walker  
Woodhill House  
Westburn Road  
Aberdeen  
AB16 5GB

Tel: 01224 665420

## **Banchory Primary School Background Information**

### **The School in Context**

Banchory Primary is situated on Royal Deeside, eighteen miles west of Aberdeen. It is one of two primary schools serving the small commuter town of Banchory (pop. 10,000) which has grown considerably during the past thirty years as a result of North Sea Oil development. The second, Hill of Banchory Primary School opened in February 2006.

Banchory Primary School is located on the same campus as Banchory Academy and Community Education complex. This offers clear advantages for the continuity of our pupils' social and academic development throughout their school career, which can commence at the age of three years.

In session 2016-2017 our school roll is 445 pupils in mainstream, with 80 children in Nursery. There are 17 classes from P1 to P7 with 4 classes in Nursery. Alongside our 19 teaching staff there are 7 Pupil Support Assistants (PSAs). In Nursery, there are 5 Early Years Practitioners and 2 Lead Practitioners. All staff work to support both pupils and each other in many and various ways.

The Management Team consists of the Head Teacher, 2 Depute Head Teachers and 1 Principal Teacher. There is a Chartered Teacher on staff. The learning across school is currently supported by Additional Support for Learning (ASfL) teachers.

We have a very supportive Parent Council and Parent Teacher Association (PTA). Both groups work very closely with the school and their hard work is appreciated and greatly supports the work of the School.

The school has very active and enthusiastic Pupil and Eco Councils. P7 Young Leaders and Peer Mediators support play in our playground for our younger pupils.

There are: 2 nursery classrooms, 17 school classrooms, a junior library, a 'life skills' room, an art & science room, a senior library, a 'quiet' room, 2 sensory rooms, a creative and performing space, an outdoor classroom, a music room, a gym hall and a playing field. The school has developed an outdoor area to support the Forest Schools Initiative. Pupils are able to use 'The Captain's Wood' within the community to take forward their learning through the same initiative. There is a sensory garden and a range of small school gardens in the playground and 3 raised plant beds – all of which are managed by our pupils and parent helpers.

The school is the current holder of the P7 Young Speechmaker Award for public speaking.

Assemblies are held weekly and every class has the opportunity to lead a whole school assembly reflecting school values. A range of visitors and the Chaplaincy team contribute to school assemblies over the year. House awards, individual successes and wider achievements are recognised and celebrated during this time when the whole school community is gathered together.

This annual standards and quality report provides evidence of our self evaluation and progress in learning and teaching made through the school aims and identified priorities.

Banchory Primary School provides education for children aged 3 – 12 i.e. from ante-pre school nursery – P7.

Specialist teachers help with the delivery of Art and Design, Music, Science, Drama and Physical Education. The school also works closely with a range of other support agencies and volunteers 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.

The school is supported by 1 Administrator, 1 Admin Assistant, 4 kitchen staff, 2 cleaners and a janitor.

On leaving Banchory Primary School the pupils transfer to Banchory Academy. Banchory Primary School is part of the Banchory Community Schools' Network and works closely with the other 5 schools in the Network.

Community links are a valued part of school life and the school is used for a range of community activities, including after school sports and activity clubs. The Head Teacher is invited to attend Community Association meetings. The school has a very supportive Parent Council and Parent Teachers Association. These groups support school improvement activities and raise additional funds to provide many extras for the pupils in the school.

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

HMIe last inspected the school in 2008, with a Local Authority Follow Through report in 2010.

The school is accredited at commended level as a Health Promoting School, has a bronze Enterprise Award and a 4 ECO Green Flags School Award. The school

has also been recognised as a Cycle Friendly School.

For further information about classes and teachers please see the updated 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/nursery and meet with the Head Teacher. During this visit parents will get a tour of the school/nursery and have an opportunity to ask any questions and discuss any particular needs for your child(ren).

## **Admission/Enrolment**

### **Nursery Admissions**

Every child is entitled to a fully funded early learning and childcare place at the start of the term following their third birthday. All parents should submit an application form for their child, to the school office during the admissions period. It should however be noted that should a place not be available at the first choice of nursery, a place will be offered in an alternative provision in accordance with Aberdeenshire Council Policy.

Some two year olds are also eligible for free early learning and childcare in centres throughout Aberdeenshire. For more information on this please visit:

<http://www.earlylearningandchildcare.scot/>

There are 80 places available in Banchory Nursery. As an Enhanced Provision Centre and Extended Provision Nursery, we also have dedicated spaces for children with Additional Support Needs and those requiring extended day care. Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional support needs in accordance with the Additional Support for Learning Act 2006. Health & Social Services may identify these children and parents should complete the Additional Support Needs Information on the application form. These applications will then be taken to a multi-agency panel who consider each case in terms of need.

Information regarding enrolment is publicised in the local press early in the calendar year and communicated to parents through the school bulletin. For further information go to

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

Pupils who attend our nursery classes are taught by appropriately qualified staff who are registered with their professional bodies. All settings adhere to Care Inspectorate guidelines and standards. Nurseries are open to announced and unannounced inspections by this body. Children's early learning follows Curriculum for Excellence 3-18 guidance and principles and Building the Ambition national practice guidance on early learning and childcare. Parents should be aware that children who attend Banchory Nursery but who do not live in the Primary School catchment area will not automatically move into our Primary School. Further details can be had from the School Office.

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

### **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

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

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. Any transfer information, including school work, can be helpful in supporting your child's continued education. Records from other Aberdeenshire schools are automatically transferred internally but when the school is out with the Authority, the school will contact the child's previous school to obtain the records.

### **Buddy system**

When your child begins school with us at any stage our buddy programme will support those early days. For this your child will be given a nominated buddy to guide them through our school routines and building.



### **School Zone**

All Aberdeenshire schools serve a local 'zone'. Pupils will automatically be accepted at the school within their 'zone'. However, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. For further information relating to this please follow the link below

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

Please note this includes forms for completion. These can also be obtained from the school or from the area office.

## **ORGANISATION OF THE SCHOOL DAY**

School Hours: 9.00-12.40 and 1.40-3.20pm

Nursery Hours: **Morning Session: 8:45-11:55am**

**Afternoon Session: 12.20-3.30pm**

All children follow a mixed pattern of attendance either: two morning sessions and three afternoon sessions **OR** two afternoon sessions and three morning sessions.

## **SCHOOL UNIFORM**

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. Sweat shirt orders are processed in the summer term. A limited stock of sweatshirts is also kept in school.

School uniform consists of: Banchory Primary School sweatshirt with school logo, white polo shirt, dark school skirt or trousers, dark school shoes. Children should not wear trainers as part of the school uniform. We appreciate parental cooperation with this.

The changeable nature of weather conditions should be considered. Please provide your child with appropriate outerwear and footwear to suit on a daily basis.

The P.E. kit consists of: 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.

With regard to safety, the wearing of jewellery (which is actively discouraged) is not permitted during P.E. lessons. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for P.E. lessons. (Parents should provide a named roll of surgical tape for this purpose.).

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

For information about nursery sweatshirts and clothing suggestions see separate nursery handbook.

**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**

In each classroom area the children 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 must wear studs.

Children should not bring electronic games, mobile phones or other expensive items into school. Should parent's request that their child be allowed to take a mobile phone into school for use after school, the pupil will hand it in to the office first thing in the morning and collect it at the end of the 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 would suggest the following pencil case contents – HB pencil(s), a ruler – marked in centimetres, a rubber and some colouring pencils.

Children will also require a school bag to carry their belongings and equipment to and from school.

In P1 children receive a 'book bag' for keeping homework jotters and reading books in. This helps to keep these resources in good order. Please note, should reading books be lost or damaged, parents are requested to pay £4.00 towards the cost of a replacement.

## **Arrival at School & Playground Information**

Children should not arrive at school more than 20mins before the start of the school day. There will be no one on duty in the playground prior to the start of the day to help look after the children. **A member of staff however will be present in the school building for supervisory purposes between 8.40 – 9.00 am and will be available to support pupils who require assistance.**

School transport pupils, whose parents have no control of 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.

During morning and lunch breaks there is a rota for access to the field area, adventure play area, and other equipment and resources. A member of the PSA team supervises children in all the playground areas during lunch/break times.

If your child has an accident in the playground, he/she will be treated by a PSA/ Class Teacher who are fully trained in First Aid. Your child's teacher will be given a minor injury slip, which will inform him/her of the nature of the injury and the

treatment given. We will notify parents by telephone of any head or serious injuries. **(Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)**

We have different play areas for our children: P1-P3 pupils play in the area to the south of the school which includes a barked area with climbing and balancing equipment, P4-P7 pupils play to the east side of the school in three separate areas. There is a rota for the field where the pupils are allowed to play football.

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.

At the end of the school day, P1 – P3 pupils who do not go home on school transport should be collected outside the main pupil entrance. (Please see map/plan at back of book.) 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. *See Nursery handbook about arriving at and leaving Nursery/Adult collection etc.*

### **School Office**

The school office is manned from 8.00am – 4.00pm during the week.

### ***Door Security***

All schools in Scotland have security doors fitted as standard. This is to ensure the safety of children and staff at work during the school day. Those accessing school premises **MUST** only do so through the security door system and you are reminded that this should be the only access you use when visiting the school. 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.

Doors open easily from inside the building to allow for easy exit in an emergency. Please see the Nursery handbook for procedures around dropping off and collecting children from the nursery.

Any visits to the school in person should be made through the main entrance (see map/plan at back of book). In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge. If no one is in the office, there is a bell to ring for attention.



### **SCHOOL MEALS**

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

Primary 1-3 pupils are provided with school meals free of charge.

Primary 4-7 pupils are currently charged £2.15 for a school meal unless they qualify for Free School Meals. Refer to the following link for helpful information –

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

Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. In addition, an online interactive menu is also available which displays menu recipe pages showing allergens and nutritional content. This and other relevant information about school meals can be found by following the link -

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

Aberdeenshire Council provides an online payment service to Primary schools that provides parents and carers with the convenience of making online payment with debit or credit cards for School meals.

Online payment is now the preferred way to pay for primary school meals, however cash and cheques will still be accepted.

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

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

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

Parents and carers are responsible for ensuring that sufficient funds are in their children's accounts prior to ordering a school lunch. Should a pupil not have money in their account they will still be served and you will be contacted regarding payment.

Before lunch, the children wash their hands and proceed to the dining hall for a school meal, or school hall for packed lunches, in a quiet and orderly fashion. Children sit at tables where we encourage and promote appropriate behaviour, manners etc. The children are supported in all areas by the PSA team.

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”. Fizzy drinks are not permitted in school. As a health promoting school, we encourage healthy options. The children also have the option of buying something from the tuck shop. Children should not share their playpiece with others as they may inadvertently cause another child to have an allergic reaction. (eg nut allergy – resulting in anaphylaxis.)

**School Tuck Shop**

This operates on Tuesdays, Wednesdays and Thursdays from the school kitchen. The range of snacks provided by the school kitchen is provided at a cost of 20p each. In keeping with healthy eating initiative, we allow children to purchase a maximum of two items (including a drink).

**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.

*See Nursery handbook for information about snack and costs.*

**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.

It is important that staff and parents continue to work together to develop and improve arrangements for monitoring the care and welfare of all children and young people.

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

### **Attendance and Absence Procedures**

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

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

### **Unplanned Absence**

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised. This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department.

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 9:00am on **each** day of his/her absence.
- 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 the office 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.

### **Planned Absences**

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

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the office and teacher should be informed beforehand. As far as possible such appointments should take place outwith the school day.
- Children should always be collected and returned by an adult on these occasions at the school office. We operate a signing out/in procedure to ensure your child’s personal safety and to meet fire safety regulations.

### **Communicable/Infectious Diseases**

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

### **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. This will be kept in the school office in a locked cupboard with your child’s details of when and how this inhaler should be administered.

## **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 school transported 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

other 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. Information around school closure will be available from 7am on both the School Closure System on the Aberdeenshire website or the emergency information system. Access numbers are issued on an annual basis through the school bulletin. **The PIN number for both systems is: 021300**

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 and Primary Classes**

If your child attends our Nursery/Primary, and we have to close early, you will receive a message via Parentmail or by phone. Please ensure that you keep your details up-to-date on the system. If this is not possible the school will contact your named 'emergency contact'.

No pupil will be released from school without a parent/emergency contact signing every child out of school. It is important contact details are current and the people named are available – particularly during bad weather.

### **What education might my child be missing?**

Some parents and pupils worry that important 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 missed work covered on return to school.

At Banchory Primary School, pupils and/or parents can access a "snow pack" for completion during emergency closures. This information and the continuation of learning is posted on GLOW or the school website, facebook or twitter.

Our Stained Glass Window



Our stained glass window was created by one of our parents. The yellow area reflects the farming community, the blue the fishing industry and the green the forestry industry. You can see in the middle of the artwork under the rainbow, Scolty Hill.

## **Further Information**

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

### **Northsound 1**

FM 96.9Tel: 01224 337000

### **Northsound 2**

MW 1035 kHz

### **BBC Radio Scotland**

FM 92.4 - 94.7MW 810 kHz

### **Moray Firth Radio**

FM 97.4 MW 1107 kHz

### **North East Community Radio**

FM 97.1 - 106.4Tel: 01467 632878

### **Waves Radio**

FM 101.2Tel: 01779 491012

### **Original 106 FM**

Tel: 01224 293800

### **Twitter**

<http://twitter.com/aberdeenshire>

### **Aberdeenshire Council Website**

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

## **School Information Line**

**Tel: 0870 054 4999 then School's Pin Number: 021300.** 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, Stonehaven (9am – 5pm) 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 park on the roads near the school and then cross their children with the Lollipop Person on Arbeadie Road. Nursery parents should also use these areas.

Children who walk to school should use the pupil entrance gate on Arbeadie Road by the Lollipop Person. **Children must never cross the school car parks to gain entry to the school grounds unless they are accompanied by a parent/guardian.** There is a marked disabled parking space available close to the school entrance.

**Please note that the carpark in front of the school is for staff cars only.**

The car park **should not** be used by parents as a drop off or pick up zone unless for an emergency pick up of a sick child.

## **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.

## **Early Years Transport**

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

## **Privilege transport**

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

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

## **Enhanced Provision**

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

# **Section 2**

# **Curriculum and Assessment**

## **School Ethos**

Banchory Primary School's Aims and Statement of Values communicate our philosophy and beliefs for Banchory Primary School Community.

### **Our Vision**

**Learning Together, Growing Together.  
Expect the Best.**

### **Our School philosophy and Aims**

**At Banchory Primary School and Nursery we aim to be a centre of inclusive and effective teaching and learning to promote the highest achievement for all learners.**

**We believe that all learners are entitled to a wide and empowering range of knowledge, skills and values.**

**We seek to develop the full potential of each child and to encourage parents and carers to be involved in their child's learning and the life of the school.**

**We develop a sense of identity and pride in our school by promoting equality and fairness for all.**

### **Our Values**

Our Values are at the heart of all we do:

**Honesty**

**Respect**

**Responsibility**

**Integrity**

## **Positive Behaviour Management**

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

Management Policy also provides our pupils with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others.

### **Positive Behaviour Management**

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

### **Banchory Primary School values (School Rules)**

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

1. **Honesty:** We are honest. We don't cover up the truth
2. **Respect:** We are kind and helpful. We don't hurt anybody's feelings.
3. **Responsibility:** We look after property. We don't waste or damage things.  
We are responsible for our own behaviours.
4. **Integrity:** We do what is right.

### **Promoting Positive Behaviour**

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. Certificates are presented to individual children for effort and special achievements at assemblies. Evidence of this good work is displayed on our Praise Award Walls in all areas for all to see. Pupils are acknowledged for a variety of special achievements, good manners, acts of kindness, achievements out with school etc.

*See Nursery Handbook on managing nursery pupil behaviour.*

### **Anti-Bullying**

We have a zero tolerance of bullying behaviour.

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. 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 Banchory Primary School are few and far between.

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

### **Restorative Approach to Bullying Behaviour**

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

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

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

### **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, including verbal abuse, and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. For further information on exclusions contact the school or go to [http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

## **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.

Please refer to the Nursery Handbook for Early Years and Childcare Information.

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

- Early** The pre-school years and P1, or later for some.
- First** To the end of P4, but earlier or later for some.
- Second** To the end of P7, but earlier or later for some.
- Third** S1 to S3, but earlier for some.

**Fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.**

- 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 the 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.

Primary 7 pupils have the opportunity to go on a week long residential trip. This 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 is stimulating and challenging – rich learning experiences.

We make full use of the local environment, including local businesses. 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 on the school website.

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

- Red Banders– P7 support the younger pupils at playtimes and dinner times
- Yellow Banders – P6 pupils
- Blue Banders – P5 pupils help out the office staff with mail deliveries to classes
- Reading Buddies – e.g.P7 pupils are paired with P2 pupils and help them with their reading experience
- JRSO (Junior Road Safety Officers) – deliver important messages on road safety
- Young Leaders – teaching younger children to play co-operatively
- ECO group – help the school become more environmentally friendly
- Pupil Learning Council – making decisions about learning and improvements to the school.
- Charities Committee – pupils work with staff to decide which charities to support every year and help organise fund raising events
- Volunteering Initiative – all pupils may work towards gaining hours in which they volunteer in their spare time either in or out of school. These hours qualify for Bronze, Silver, Gold and Platinum Levels.

## 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. Banchory Primary School staff 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 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

Annual written 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 Banchory Primary School we supplement the above assessments at P2, P4 and P6 with GL Assessments in Numeracy and Literacy. This ensures that we have at all times for all pupils an accurate picture of how well they are progressing and where there is a need to support or challenge our learners.

In the Banchory 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 the primary schools and the Academy.

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

During these 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. The annual written reports are sent home around May 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.

## **1+2 Approach to Language Learning in Aberdeenshire**

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

By 2020 language learning will be part of the everyday life of the classroom from P1 onwards. The entitlement to study the first foreign language will continue into secondary until at least the end of S3 with opportunities to continue into the senior phase. By beginning language learning early there will be more time to develop learner's language skills and knowledge of language so that they will have a greater understanding of how languages work as they go through school.

In Aberdeenshire the first foreign language will be either French, German or Spanish. This will be French in BPS. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

Throughout BGE our learners will have the opportunity to learn a second foreign language.

Although (like) many schools (we) are beginning to implement this already decisions about this will be finalised as we move towards full implementation of the *1+2 Approach to Language Learning* in 2020.

All schools in our cluster will continue to plan together to make sure that what learners do in secondary school builds on what has been learned in primary school. This will ensure that learning languages remains an appropriately challenging and rewarding experience for learners as they move into secondary.

We are committed to this new approach to language learning because learning languages can play an important role in helping young people to develop their literacy skills, including literacy in their first language, whether this is English or another language. Through languages, learners have opportunities to:

- develop and improve their skills in listening, talking, reading and writing
- get a feeling for how languages work
- learn how to communicate ideas and information in their own language as well as in the new languages they learn
- become familiar with different texts and media in different languages
- Develop skill which will help them further for learning, life and work.

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**

At Banchory Primary School a range of extra curricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running these

clubs. Information regarding current clubs (including those led by Active Schools) and extra curricular activities will be communicated throughout the year via Parentmail. A range of cultural, sporting and arts opportunities are offered as these become available.

### **Instrumental Tuition**

From Primary 5 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. Tuition is subject to availability. In Banchory Primary School some pupils currently receive tuition in violin, piano and cello.

For further information:

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

## **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 are fully committed to the Rights Respecting Schools initiative, and at the beginning of every school session each class discusses and decides their class charter. This is used to support the children in their thinking and development. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at: [www.aberdeenshire.gov.uk/about/equality.asp](http://www.aberdeenshire.gov.uk/about/equality.asp)

### **Religious and Moral Education**

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 Chaplains visit our school on a regular basis to work in classes and lead some assemblies. At Christmas, Easter and the end of the summer term we visit one of the local churches for a short service which is usually led by the children.

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

### **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:

### **Early Years – 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 and 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.

<http://arcadialite.aberdeenshire.gov.uk/?p=2930>

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 Banchory Primary 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 your child acquires 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>
- Becoming a volunteer with an aspect of school life (please note that all volunteers need to undertake a PVG (formerly known as disclosure) check.
- Supporting the school in upholding its discipline and school values
- Completing audits that are sent to you seeking your views and opinions on how the school operates
- Complete the Care Inspectorate questionnaire that comes home from the nursery so that we can take your views into consideration when planning nursery improvements.

## **3. Parental Representation:**

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

## **Communication**

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

The School has a website, facebook page and twitter feed. We aim to update the website over 2016/2017.

You are invited to comment on the return pro-forma on any aspect of school whether as a comment/suggestion, compliment or concern. These are responded to as and when necessary.

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 make an appointment to meet with the appropriate member/s of staff will be arranged at a mutually convenient time.

The school homework diary is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home samples of pupil work for you to see and discuss with your child.

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team, exchanging information about your child's day in Nursery or information from home that you feel is important for the Nursery team to be aware of.

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.

A second parent interview takes place in term 3 and you will receive a written report on your child's progress during term 4. When requested by either parent or teacher, a follow up or an additional interview will be arranged.

During link week when the P7 pupils attend the Academy in term 4, their parents have the opportunity to have a final meeting with the P7 teachers during the school day if required.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances, open afternoons, the school website and the local and national GLOW website. The school website address is [www.banchory.aberdeenshire.sch.uk](http://www.banchory.aberdeenshire.sch.uk). Pupils are issued with passwords to access the school GLOW site.

## **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, (eg 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**

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: -**

Lynn Halliwell (School Nurse), Banchory Academy, Raemoir Road, Banchory, AB31 . Tel: 01330 823357

### **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.

See Nursery Handbook for information about the Childsmile Toothbrushing Programme.

### **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, ie 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 eg 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 Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Banchory Primary School we have arrangements in place to support transitions and these are outlined below.

### **Transfer to Ante-Pre School and Pre-School Nursery**

In order to support and ease transition into Ante-Pre School/Pre-School Nursery, we arrange a series of induction events/meetings/Meet the teacher sessions for you and your child. These events are planned to allow you and your child to become familiar with the Nursery setting, to meet staff, to meet with the other children and to find out about life in Nursery and what you can do to support your child's transition into Ante-Pre/Pre School. A major part of this process involves parents sharing information about their children's needs and you will be asked to complete a number of forms regarding e.g. your child's specific needs. Any other Ante-Pre School setting your child is joining us from may also provide transition information regarding your child.

### **Deferrals to P1**

Where parents have concerns regarding their child's entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance. A child whose birthday falls in January or February of the year in which they start school in August may defer entry into P1 for a year and this will be granted by the authority. Children with birthdays prior to this (March to December) will have to make formal application to the authority.

### **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 school for a series of induction sessions around April/May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classrooms. The children take home 'learning packs' to share activities with Mum and Dad and these are changed on a weekly basis during their final term in nursery.

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 Banchory Primary School attend Banchory Academy. (Telephone Number 01330 823357).

Banchory Primary School is part of the Banchory Community Schools Network. An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 4 days at Banchory 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 Banchory Academy where information will be shared and questions can be asked.

Liaison between Banchory Primary and Banchory Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Banchory Community Schools Network. Transition art projects, sports festivals, trips, technology challenge, invite and other ad hoc activities are arranged for P7 pupils to get together.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Banchory Academy staff also visit our pupils in Banchory Primary where information is shared and questions can be asked.

Out of zone placing request forms are available from the school.

Where parents opt to send their child to any other secondary school, Banchory Primary School supports any alternative transition arrangements wherever possible.

### **Transitions Between Stages**

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

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

### **CHILD PROTECTION**

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

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

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

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

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

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse

- Sexual Abuse

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

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

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

The school and ask to speak to the head teacher or a senior member of staff;  
Police Scotland by dialling 101 (This number is in operation at all times)

or

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

Aboyne	013398 87096
Banchory	01330 824991
Evenings and weekends	08458400070

For further information please go to the Aberdeenshire Council website [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) .

All Education & Children’s 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 schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education & Children’s Services Guidelines can be accessed through:

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

## **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, they key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

## **SUPPORT FOR LEARNERS**

### **Additional Support 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. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and the school will provide appropriate intervention and support accordingly.

In Aberdeenshire we adopt either single or multi-agency approaches as appropriate to supporting pupils with additional needs. Within Education and Children's Services we have a number of specialist staff who support children and young people including:

Additional Support for Learning(ASfL) teachers, Educational Psychology Services, Sensory Support Service, English as an Additional Language (EAL), Intervention Prevention Teachers, Nurture Teachers, ASPECTS, Pupil Support Workers, Family Support Workers.

Our partner agencies include , Therapists e.g. Speech & Language Therapy, Occupational Therapy, Physiotherapy; Community Paediatricians, school nurses, Police Liaison Officers, social workers and those from voluntary organisations (e.g. Grampian Autistic Society, Aberlour Trust).

Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

### **Educational Psychology**

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

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.

When concerns persist, school staff and the educational psychologist may decide that a more formal meeting would be helpful. If the concern is about an individual child, the school will ask the parent's permission to arrange 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. Where other agencies are required to help meet a child or young person's needs, the educational psychologist may be involved in any multi agency assessment and planning.

If parents have any concerns about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish.

Further information about the educational psychology service can be found at;  
<http://www.aberdeenshire.gov.uk/schools/eps/>

### ***Meeting needs through Enhanced Provision***

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. Aberdeenshire Council also uses a Staged Intervention framework to assess and plan for meeting additional support needs through universal, targeted and specialist support. If parents have any questions about their child's additional support for learning, they should discuss these first with the class teacher or Head Teacher

Local, direct support is how the school meets 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.

Some pupils who have more significant and/or complex needs, and may require support beyond their local school, can be supported flexibly through full-time or blended placement with an Enhanced Provision Centre or Community Resource Hub. There are 17 primary and 17 secondary Enhanced Provision Centres across Aberdeenshire, and one primary and secondary Community Resource Hub (including the former 4 free-standing all through special schools) in each of 9 areas. Access to Enhanced Provision Centres and Community Resource Hubs is via a multi-agency planning process. Banchory Primary School and Nursery is an Enhanced Provision Centre.

For further details contact:

Anne Marie Davies

Quality Improvement Manager (Additional Support Needs)

Education & Children's Services

Woodhill House

Westburn Road

Aberdeen

AB16 5GB

Tel no 01224 664886  
Fax no 01224 664615  
[ELL.Enquiries@aberdeenshire.gov.uk](mailto:ELL.Enquiries@aberdeenshire.gov.uk)

### ***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 an Additional Support Need (ASN), and in the instance of multi-agency support, consider if a Co-ordinated Support Plan (CSP) is required. (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 & Children's Service have developed a framework to support school decisions and practice around supporting children and young people.

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

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

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs, Care Plans, SAAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, bereavement, medical and

health care needs, personal care and ensuring safety are also targeted support priorities.

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

### ***Universal Support Level 0***

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

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

Universal support level 0 and in addition:

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

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

Targeted support level 1 and in addition:

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

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

Targeted support levels 1+2 and in addition: Intensive targeted support: school with Enhanced Provision Centre (EPC) / Community Resource Hub (CRH) intervention/multi-agency action as required

### ***Individualised Educational Programmes***

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents/Carers and children/young people are involved in setting and reviewing targets regularly.

### ***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 collaborative plan to support the pupil. These are known as Multi Agency Action Plans. Parents/Carers, children/young people will be involved in developing and reviewing plans as required.

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

A Co-ordinated Support Plan is a statutory document for children and young people who require a high degree of multi-agency support. It is an educational planning tool which demonstrates the coordination between agencies to achieve specific educational objectives over a 12 month period . [CSP documentation](#) can be accessed through Aberdeenshire Council website.

### ***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](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://www.enquire.org.uk)

### **For local advocacy contact:**

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

Scottish Independent Advocacy Alliance can be reached at:

Website: [www.siaa.org.uk](http://www.siaa.org.uk)

### ***Independent Mediation Services***

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

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

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

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

### **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 (PSA), 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.

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

### **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](mailto: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, emailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days.

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

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

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

### **INSURANCE**

No insurance is held by Aberdeenshire Education, Learning and Leisure Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental

responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

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

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

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

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

# **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 as a document attachment via Parentmail. 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 includes information about the main achievements of the school. The report also evaluates progress on the school's previous year's improvement plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

### **Improvement Planning**

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

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

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

## **Transferring educational data about pupils**

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

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

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to

ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

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

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

### **Data Protection Act 1998**

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

#### **Fair Processing Notice**

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

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

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

The information which you provide may include:

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

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

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

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

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

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

***Your Data Protection Rights***

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

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

## **Parental access to records**

### ***SAR - Subject Access Request information***

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

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

<http://www.educationscotland.gov.uk/parentzone/myschool/schoolinformation/mychildsrecord/>

### ***ScotXed***

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

# Section 5

## Annual Updates

### School Clothing Grants

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

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

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

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

## **Can my child get free school meals?**

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

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

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

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

<http://www.aberdeenshire.gov.uk/benefits-and-grants/free-school-meals/>

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

All Primary 1 to Primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools.

Lunch tickets will no longer be required for these pupils.

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

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

Lunch tickets will still require to be purchased for pupils in Primary 4 to Primary 7 unless pupils are entitled to Free School Meals.

School Meals charges are currently £2.10 per ticket. Cheques should be made payable to Aberdeenshire Council.

## Staff list and class allocation

Head Teacher: Mrs Jackie Fernandez  
Depute Head Teacher: Mrs Heather Matheson-Aiken  
Depute Head Teacher: Mrs Lynn Service  
Principal Teacher: Mr Graham Taylor and Mrs Gill Jones

P1D Mrs Mary Murdoch and Mrs Carol Hendry  
P1S Mrs Rosemary McKenzie  
P1K Mrs Jenny Banfield and Mrs Margaret Booth  
P2D Mrs Lesley Littlejohn  
P2S Miss Heather Lawman  
P3D Miss Leanne Robertson  
P3S Miss Helena Counsell  
P3K Miss Emily Treece  
P4D Mrs Jacqui O'Donovan  
P4S Mrs Anne Walker  
P5D Mrs Diane Grant  
P5S Mrs Amanda McKenzie  
P5/6 Mrs Alison O'Hara  
P6D Miss Esther Green  
P6S Mrs Julie Whyte  
P7D Miss Rosie Collacott  
P7S Mrs Alison Thomson

### Support for Learning Teachers

Mrs Jenny Birse  
Mrs Patricia Snowdon

### Nursery Staff

Mrs Jackie Cumming  
Mrs Jackie Ferguson  
Mrs Zena Barnes (Lead)  
Ms Judy Robertson (Lead)  
Mrs Donna Anderson  
Miss Laura Collinson

### Pupil Support Assistants:

Mrs Norma Beattie	Mrs Monica Burnett	Mrs Alison Quinn
Mrs Christine Durno	Mrs Janette Trussell	Mrs Laura Waugh
Mrs Vivien Mason		
Ms Hazel McCulloch		

School Administrator: Mrs Moira M<sup>c</sup>Master  
Admin. Assistant: Mrs Emma Porter  
Janitor: Mr Jim Ritchie

## TERM DATES FOR 2016/17

### Term 1

In-Service (staff only)	Monday 15 <sup>th</sup> August 2016
Term Starts for Pupils	Tuesday 16 <sup>th</sup> August 2016
Term Ends	Friday 7 <sup>th</sup> October 2016

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### Term 2

Term Starts	Monday 24 <sup>th</sup> October 2016
In-Service (staff only)	Monday 14 <sup>th</sup> November 2016
In-Service (staff only)	Tuesday 15 <sup>th</sup> November 2016
Term Ends	Wednesday 21 <sup>st</sup> December 2016

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### Term 3

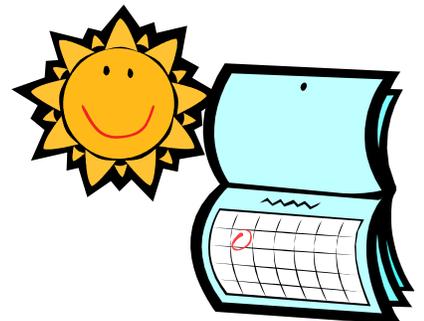
Term Starts	Thursday 5 <sup>th</sup> January 2017
Local Holiday	Friday 10 <sup>th</sup> February 2017
Mid-Term Holiday	Monday 13 <sup>th</sup> February 2017
In-Service (staff only)	Tuesday 14 <sup>th</sup> February 2017
In-Service (staff only)	Wednesday 15 <sup>th</sup> February 2017
Term Ends	Friday 31 <sup>st</sup> March 2017

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### Term 4

Term Starts	Tuesday 18 <sup>th</sup> April 2017
May Day Holiday	Monday 1 <sup>st</sup> May 2017
Local Holiday	Monday 5 <sup>th</sup> June 2016
Term Ends	Friday 30 <sup>th</sup> June



Also link to the Aberdeenshire Term Dates:

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

Map of catchment area – Has recently been updated-please ask at the school office. A pdf of the map will be available on the school website.

### **Attainment**

Most pupils are working at their appropriate Curriculum for Excellence levels in Literacy & Language, Maths & Numeracy and Health & Wellbeing.

**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.**

# **Banchory Primary School Code of Conduct**



This code of conduct has been created from suggestions submitted by pupils, parents and staff based on Banchory Primary School's values:  
Honesty – Respect – Responsibility - Integrity

It covers being prepared and organized, respect for property and other people, homework, communication, behaviour and manners, rules, attitude to learning, responsibilities and participation in school life.

**Honesty - Respect –  
Responsibility – Integrity**

## **What should children do at/after school?**

- Come to school on time in the correct uniform and shoes.
- Bring with you everything you need for the day, such as PE kit, dinner ticket, water bottle, pencil case, and so on.
- Look after your personal property.
- Take proper care of things that belong to school or other people.
- Be kind, friendly, helpful and polite to everybody.
- Be honest.
- Share things fairly.
- Do not push, hurt or say nasty things to anyone.
- Listen to other people and respect their points of view.
- Pay attention to school staff and follow instructions.
- Take your homework diary home every day and pass on any messages from school.
- Do your homework carefully and hand it in at the right time.
- Tell your teacher or parents about anything that worries you.
- Know and follow the school and class rules.
  
- Work hard and do your best every day.
- Have a positive attitude towards your learning.
- Take an interest and active role in school life.

**Would parents please...**

- Make sure that your child arrives at school on time with what they need for the day.
- Provide correct, named uniform and shoes and make sure that your child wears them.
- Respect teachers and place trust in their judgement.
- Listen to children, teachers and other parents, respect their opinions and treat them with courtesy.
- Act on any concerns raised by the school about your child.
- Support children in homework activity.
- Check that homework is done on time and sign the homework diary.
- Work in partnership with the school to help in your child's education.
- Communicate with the teacher and share any concerns or changes in routine.
- Let the school know if your child is going to be absent or if your contact details change.
- Encourage good behaviour in children and set a good example.
- Talk to your child about school rules and the code of conduct.
- Reinforce a positive attitude to school and learning.
- Take an interest and active role in school life.

### **What should school staff do?**

- Be fair, kind and polite.
- Respect all children, parents and colleagues.
- Treat what children say with respect.
- Work in partnership with parents to help each child's education.
- Discuss any concerns with parents as soon as possible.
- Welcome input from parents and maintain good communication channels.
- Give relevant, appropriate homework.
- Make sure the homework diaries and instructions are clear.
- Be a good role model.
- Encourage good behaviour; be firm and do not tolerate bullying.
- Ensure that children are aware of school and class rules and enforce them consistently.
- Provide a safe, stimulating environment where children enjoy learning.
- Create an atmosphere of hard work and high expectations through praise and encouragement.
- Encourage children to do their best and value all effort.
- Be actively involved in the school community.
- Take an interest and active role in school life.

## **CHILDCARE AND EARLY YEARS EDUCATION EXTENDED SERVICE**

### Guidance and criteria for an extended nursery place.

Aberdeenshire Council aims:

- to provide places that meet the needs and demands of children and their families
- to ensure that children in Aberdeenshire have the best start in life and that their wellbeing is supported at the earliest stages.
- to allocate places in a fair and transparent manner to all applicants.

For all nursery admissions the Council has a duty under the Children (Scotland) Act 1995 to ensure that the most vulnerable children or those in greatest need are allocated a place.

Allocation of extended day places will be in line with Aberdeenshire Council's Admissions process and banding procedure. Both agency referrals and parental requests for extended day provision will be assessed and allocated in line with need, availability and in the best interest of the child. There is no automatic entitlement to this service.

Demand for extended places may exceed the supply therefore it is necessary to have a system for deciding on the allocation of places in an equitable way and to make decisions on the basis of need and where a positive impact is highly likely.

Parents seeking an extended service will need to fill in an extended hours application as well as the main nursery application form. This should provide further information about the individual family's specific support needs.

Applications for these settings will be considered by a Central panel initially, moving on to local area panels in the future.

### Children aged 3-5

Banchory primary School is one of the settings to provide this service and will offer extended services to the 3-5 age group.

The key focus of these 3-5 sites will be to provide extended pre-school education experiences to identified children, whilst providing opportunities for their families to access the necessary support they need in order to improve their family circumstances.

It is important to note that the offer of an extended place is made on a time limited basis and should not be considered a permanent extension to their pre-school education entitlement. The conditions of an offer of a place will be determined by the panel considering the request.

Should you wish to discuss this further please contact: Mrs Jackie Fernandez, Head Teacher

