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Introduction to St Fergus School

**ST FERGUS SCHOOL
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PETERHEAD
ABERDEENSHIRE
AB42 3HD**

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Telephone No: 01779 838225

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WELCOME TO ST FERGUS SCHOOL

Dear Parents/Carers

We are pleased to welcome you and your family to our community and especially into St. Fergus School and to what we hope will be a long and happy association. You are welcome to arrange to visit the school to discuss your child's progress at any time.

We aim to provide a stimulating environment in which the intellectual, physical, social and emotional development of your child can be fostered. We also look forward to a close working partnership with you so your child can benefit fully from life in St. Fergus School.

This handbook aims to explain how that partnership develops successfully through help, support and expectations. Early communication from parent or school will help to promote this partnership also.

Yours sincerely

Avril Sutherland/Claire Grugeon

Head Teachers

Adverse weather and emergency closure

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

Information Line 0370 054 4999 [022610] (Please do not use this line to leave messages for the school.)

Type of School – St Fergus School is a Primary School with nursery

Present Roll 139 Nursery 19 Primary 120

Denominational Status – St Fergus School is a non-denominational school.

The school does not deliver the curriculum through the Medium of Gaelic.

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

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

1 St Fergus School Background Information

St Fergus School is situated in the village of St Fergus, 5 miles north of Peterhead. It is a primary school of traditional design, with an open plan extension sponsored by 'Mobil Oil'. It admits pupils from Nursery (age 3) to P7 (age 12). On completing P7, pupils transfer to Peterhead Academy, in the town of Peterhead which has 10 associated feeder schools, part of the Peterhead Cluster. Within the Peterhead Cluster, all services operate in an integrated framework to ensure that each child has the fullest opportunity to maximise his/her potential.

Community links are a vital part of school life. School has close relationships with all companies situated at St Fergus Gas Terminal and with smaller local businesses. The village church and hall are utilised throughout the session. The school has a supportive School Association who donated £2500 towards Leavers' Legacy. Parents run football training and make use of the school facilities. Active Schools run various after school clubs and a private company runs a daily after school childcare.

HMIe last inspected the school in 2011.

2 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 you 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).

3 Organisation of the School Day

School Hours

Nursery *8:45 a.m. - 11:55 a.m.*
12:20 p.m. - 3:30 p.m.

Primary 1-3 *9:00 a.m. – 12:15 p.m. and 1:15 – 3.15 p.m.*

Primary 4-7 *9:00 a.m. – 12:15 p.m. and 1:15 – 3:15 p.m.*

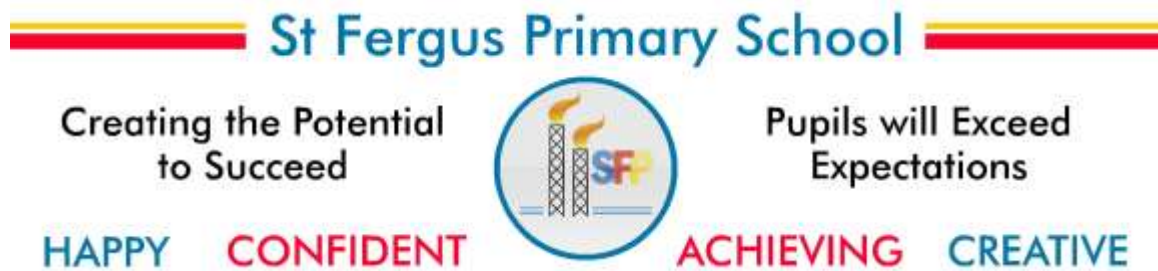
Morning break (all School pupils): 10:45a.m. – 11.00 a.m.

4 Our Staff Team

Head Teachers	Avril Sutherland 0.5fte Claire Grugeon 0.5fte
P7	Sarah Warrander 0.5fte Leigh Anne Burnett 0.5fte
P5/6	Louise McLean 1fte (probationer)
P4/5	Roslin Stephen 1fte
P3	Ailsa Cantlay 1fte
P2	Carol McQuillan 1fte (probationer)
P1	Michelle Leys 1fte
ASL	Annetta Smith 0.3fte Nicola Davidson 0.5fte (Maternity Leave)
Core teacher	Pauline Robertson 0.8fte
Early Years Lead Practitioner	Jennifer Morgan 0.8fte
Early Years Practitioner	Susan Hastie 1fte Morag Wiseman/Emma Park
PSA	Lorraine Wood Linda Herbert Nicola Drummond
Administrator	Diane Stephen
Janitor	John Gibb
Cook	Linda Paterson
Kitchen Staff	Linda McRobbie Isobel Stott
Cleaners	Linda McRobbie Sandra Hay

Our Vision, Values and School Ethos

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



AIMS

At St Fergus School we are committed to GIRFEC (Getting It Right for Every Child) to ensure our children are SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included).

- We know what we are learning and why
 - We can talk about our learning
 - We learn well together
 - We enjoy our learning
 - We are all helped to make progress in our learning
 - We learn in classrooms, our homes and beyond
 - We celebrate our learning
-

Curriculum

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

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

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

CURRICULUM RATIONALE FOR PARENTS 2017-18

WHAT? WHY? HOW?



St Fergus School plays a key role in helping our pupils develop their full potential throughout each stage of their childhood. Firstly during the initial transition from home into nursery/school then transition up to secondary and ultimately for life in the workplace/wider world. We live in a rapidly changing society, especially in terms of technological advances. Our courses and programmes of work follow Local and National Guidelines as we seek to create in every child the potential to succeed and even exceed expectations in both academic understanding as well as a personal capacity.

The learning and teaching methodologies within our curriculum place a strong emphasis on developing the 4 capacities in our pupils. We aim to help our pupils become

- Successful learners
- Effective contributors
- Confident individuals
- Responsible citizens

The above 4 capacities are nurtured and encouraged in positive partnership between home, school and other agencies.



Leading Learning

At St Fergus we have a strong focus on pupils being given opportunities to lead learning and take key roles in helping others to further their learning. We aim to develop leadership at all levels, through our Learning Leaders. This is intrinsically linked to our core values and vision. Happy, Confident, Achieving and Creative: Creating the Potential to Succeed, Pupils will Exceed Expectations. We have created four characters for pupils to relate to, Happy Hero, Confident Commander, Achieving Advisor and Creative Captain. These characters are used to develop resilience and confidence to enable pupils to make decisions about their own learning and to lead others' learning. Pupils will be given the chance to realise when they are taking on these roles and being Learning Leaders. This is linked clearly to raising attainment in our improvement plan and is tracked throughout the session and shared with Families on the Learning Leaders board.



Family Learning and Reporting



At St Fergus School we believe that Family Learning is very important in a child's development. Our Parent – Pupil – School logo highlights all reporting opportunities. We have a 'Meet the Teacher' session early on in the autumn term, so that parents can meet their child's new teacher and have any questions answered in relation to the work their child will cover that session. Family Learning Days are offered as an opportunity for family members to come into the class and work alongside their children. A Head Teacher presentation is available on these days discussing learning and teaching in various areas. Parent Appointments are held in November and May to discuss the child's progression throughout their profiles. New condensed written reports are issued in May and these form the basis for discussion at the Parent Appointments. An Open Evening is held

in June so that parents can view their child's work as well as have the opportunity for an informal chat with the teacher. During the Open Evening, there is a book fair in the school hall as well as stalls with representatives from other partners such as the school nurse, Active Schools, After-school club, etc.

Nursery issue learning packs in the summer term for pre-school children and parents to engage in together at home. Meetings for parents of children coming into nursery are usually held in June then an Open Morning and Tea party is held in nursery in August. Meetings for the parents of new entrants into P1 are held during June each year. Parents are given the opportunity to Stay and Play in nursery at various times throughout the year. This gives them a better understanding of what and how their children learn so that they can encourage and support them fully at home.

We have an open-door policy and parents are welcome to contact the school at any time if they have a query or concern. We try to deal with these in a timely manner.

Cross Curricular Themes (CCT) and Interdisciplinary Learning (IDL)

We believe that learning should be a holistic experience for pupils and where possible there should be depth of learning, enabling pupils to transfer skills to show secure knowledge and understanding. Our curriculum is permeated with the core skills of Literacy, Numeracy, and Health and Wellbeing. At St Fergus we approach the above in two specific ways.

As a school we follow a rolling programme of CCT so that pupils have a focus for their learning and can see links between different areas. Nursery have certain set CCT but generally follow the children's interest through the use of their paperless planning. Our pupils are given the opportunity to make best use of the stimulating environment in their locality through CCT. The 7 principles for curriculum design – challenge and enjoyment, breadth, depth, progression, personalisation and choice, relevance and coherence are intrinsic to all we plan/teach.

There are also many opportunities for real and meaningful Interdisciplinary learning (IDL) both through cross curricular themes and discrete teaching opportunities.

Curricular Areas

St Fergus School curriculum follows the Scottish CfE as well as Aberdeenshire Council Frameworks. The following 8 subject areas are covered.

- Language - Literacy and English/Modern Languages
- Mathematics
- Health and Wellbeing
- Expressive Arts
- Science
- Social Studies
- Technologies
- Religious and Moral Education

In all subject areas we have an active methodology as suggested in CfE. We place a strong emphasis on the sharing of learning intentions and success criteria. We believe

that pupils need to be motivated and actively involved in their own learning and development.

We aim to develop pupils' abilities to be curious, creative and to think critically. Work is done orally in order to develop higher order thinking skills in line with Blooms Taxonomy. A mixture of teaching approaches are used - whole class, groups and individuals, depending on need. Our programmes and courses are designed to meet the varying needs of learners at the appropriate pace.

Language – English and Literacy

Our Language curriculum covers Reading, Writing, Listening and Talking. We feel this is a vitally important area as literacy encompasses the entire curriculum.

Reading

We use a variety of resources to teach the following reading strategies through a class novel/group readers.

- Prior knowledge
- Metalinguistics
- Visualisation
- Main Ideas
- Inferences
- Summarising

Our reading scheme includes Oxford Reading Tree, New Ginn 360, PM Story books as well as novels. Book Detective is introduced in P2 and continues until the end of P5 where it is then replaced by Blooms Taxonomy Question Fans. By P7 pupils are encouraged to analyse text in depth looking at topics such as characterisation and plot development.

Comprehension is done on a weekly basis throughout the school.

Personal reading is highly encouraged both at school, and at home as part of homework. Our school library enables pupils to access the school library from home, encouraging book reviews to be published. Nursery also visit the school library every week and enjoy choosing picture story books to look at/listen to. The Jolly Phonics Rhymes are used in nursery.

Writing

Writing is planned for and assessed in a holistic way each term. 7 genres of writing are introduced throughout the school.

- Narrative
 - Report/Information
 - Instructional/Procedural
 - Explanation
 - Persuasion
 - Recount
-

- Discursive

Children have a weekly set lesson for a high quality piece of writing, this is often linked to CCT. In line with the design principle for personalisation and choice, there also needs to be opportunities for children to undertake free writing on a personal level.

Classes follow a programme of work for grammar and punctuation and this should be taught on a weekly basis. We expect to see this learning being applied in children's daily writing as they become secure with the concepts taught. The Collins Grammar and Punctuation Scheme is used from P3 to P7, in P3 Collins is used for reinforcement where required.

Across the school there is an emphasis on multi-sensory spelling and the use of ICT programmes. In P1 Jolly Phonics is used in order to introduce initial sounds and blending. P2 and P3 follow Jolly Phonics Grammar. In P4-P7 we use Spelling Made Easy as well as North Lanarkshire subject specific words in P7 in order to prepare pupils for the vocabulary they will need for their S1 subjects. In P7 Spelling for Literacy for ages 10-11 is also used as extension.

Listening and Talking

Listening and talking encompasses everything that goes on within school but the following guideline ensures a progression of pupils' skills as they progress through the levels.

Nursery:	Individual talks e.g. bring a toy from home and talk about it. Emphasis on listening carefully to instructions. Daily story time. Circle time.
P1:	(As nursery) Show and tell.
P2/3:	Emphasis on listening carefully to instructions. Frequent story time. Circle time. 2 minute individual talk/presentation
P4:	Individual talk/theme presentation
P5-7:	Group presentations Individual talks for greater length of time both on personal choice and specified subjects.

1+2 See Below

Numeracy/Maths

We follow a Numeracy/Maths Progression from early level through to end of second level, or even into third level for some P7 pupils. Our aim is to enable our pupils to develop a secure understanding of the concepts, principles and processes of mathematics and be able to apply these in new/different contexts. The

Numeracy/Maths Progression is based on CfE Guidelines and Aberdeenshire Framework and covers the following areas.

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

We use Heinemann Active Maths, Scottish Heinemann and Tee Jay Maths. We place a strong emphasis on mental maths and time is allocated for this on a daily basis discretely as well as being part of the maths lesson. We use a variety of on-line and other resources for these discrete lessons. Our aim is to increase children's speed and accuracy with number bonds across the four processes – whole number, fractions and decimals.

Once again, our curriculum encourages the children to be active and enquiring. Time is allocated weekly for activities linked to the Heinemann Active Game boards/Resources.

At the end of each topic assessments are carried out and recorded. Each session a holistic assessment in numeracy/maths is also planned for through an IDL experience.

Health and Wellbeing

The Health and Wellbeing programme runs from nursery through to the end of P7 and has been developed to ensure clear progression. We have a strong collaborative ethos and classes continually work on collaborative activities so that children of varying ages/stages can encourage, support and learn from one another. Photographs and children's responses to these activities are displayed on a board in our entrance corridor.

We believe in the importance of celebrating our pupils' successes both within/out of school. The whole school, including nursery come together for a Celebration of Success every few weeks on a Friday afternoon. Children are able to share awards, certificates, medals, etc. from sports, clubs and organisations they are involved with out of school. They also share any special news such as winning a competition. This is recorded on our Celebration Success wall for parents/visitors to see as they enter school. When items are removed from the wall, they are then kept and recorded in a special book.

Pupils participate collaboratively in an annual Enterprise topic for Macmillan Cancer Support. Pupils in P7 are involved in an annual Leavers' Legacy where they try to improve an area of school for those coming after them.

Our Health and Wellbeing programme is based on CfE Guidelines and Aberdeenshire Frameworks and covers the following.

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

Children have the opportunity to take part in various activities every session organised by the Aberdeenshire Learning Education Centre mobile classroom, P5-7 have First Aid Training, upper stages complete fire safety training, Child Smile develop understanding of dental hygiene with nursery and early stages, parents run Bikeability sessions in the summer term, pupils at early and second level take part in the Grow Well programme, nursery have visits from the school nurse/health visitor on topics such as hygiene and child development, nursery have opportunities to bake every week.

Every year in the summer term P7 pupils have a 5 day Activity Week.

For Physical Education, Physical Activity and Sport we have a 2 year overview and programme of work that children progress through. Mrs Robertson and class teachers plan/teach this jointly to ensure that every child receives 2 hours PE per week.

Active Schools provide a variety of sport/fitness activities both to supplement the school curriculum and as after school clubs held in the gym hall.

We have an annual Potted Sports event which also includes year group races. The Potted Sports teams include children from every year group P1-7. An annual competitive athletics event is held where heat finalists compete against each other for medals.

Expressive Arts

We aim through our teaching and learning to allow children the opportunity to be creative and imaginative, and to experience inspiration and enjoyment as well as contributing to other people's enjoyment. Every class has an opportunity to 'share their learning' with parents/visitors during the session. This encourages the development of many skills specific to Expressive Arts as well as other transferrable skills. Every class contributes fully to a Christmas Concert so that pupils can experience the energy and excitement of presenting/performing for an audience.

Science

Our Science curriculum follows CfE Guidelines and Aberdeenshire Framework and covers 5 main areas.

- Planet earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

We aim to develop in children a curiosity and understanding of their environment as well as their place in the living, material and physical world. Skills of inquiry and investigation are developed through practical activities. Each class has a weekly science lesson with Mrs Robertson and through tracking of experiences and outcomes, class teachers ensure that there is coverage across a level through discrete science lessons as well as CCT related science activities.

The online Science Education Resource 'Tigtag' is widely used by Mrs Robertson. Espresso, BBC Terrific Scientific and The Collins Science Directions Scheme is used throughout the school.

Social Studies

This is taught through our rolling programme of cross-curricular themes. There is an element of flexibility within this to allow for themes relating to current events. The programme follows ideas of cross-curricular learning, pupil choice and the employment of an active teaching and learning methodology.

Social studies covers:

- People, past events and societies
- People, place and environment
- People, society, economy and business

At early level, pupils begin close to home with themes such as My Neighbourhood, People Who Help Us. By first level they are looking at broader CCTs such as Scottish Castles, Hot and Cold Lands, World of Work. Then by second level they are involved in comparative studies such as Far I Bide/Far They Bide as well as historical ones based around 20th Century, Changing Britain (Victorians).

The locality is widely used, especially in the summer term for CCTs such as Sea and Seashore (early level), Out and About in our Community, Farm to Fork (first level), Fishing, Around Our Coast (second level). There are many opportunities for classes to visit the local beach at Scotstown, the Millennium Garden at the Gas Site, as well as other local places such as the village church, nearby Loch of Strathbeg, Peterhead harbour, Macduff aquarium, local castles. Nursery and early stages care for the school garden, planting and growing vegetables.

Parents and members of the local community are welcomed into school so that they can share their knowledge and expertise with pupils. Classes also visit Peterhead Academy for subject specific input linked to CCTs.

Technologies

We follow the digital literacy programme and have implemented an E-Safety focus fortnight, this is a biannual event supported by an E-Safety working group of parents, pupils and staff.

Development of Spiritual, Moral, Social and Cultural Values

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

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

the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at www.aberdeenshire.gov.uk/about/equality.asp

Throughout our learning and teaching, we aim to help our children to develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions.

Global Citizenship is developed through focus weeks and fund raising events. Annually we plan a focus week for The Rights of the Child with collaboration between classes followed by a whole school learning opportunity.

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.

There is a whole school assembly every Wednesday morning. This is a combination of Religious Observance and Celebration of Success. Our school chaplain is the local Church of Scotland minister, Rev J Tippner. He takes an assembly every term. Jamesie Strachan takes an assembly each term also, and he delivers a series of lessons every 2 years to P6/7 pupils based on the Bible Alive programme where children learn about the bible in a chronological context. We have many other visitors from various organisations who come in to speak to the children.

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.

At Christmas, the whole school visits the local church for a short Carol Service which is usually led by the Head Teacher and senior pupils.

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.

Over the school session, each class is responsible for leading an Assembly, using it as an opportunity for 'sharing learning'. Parents, friends and family of this class are always invited to come along.

'...parents and grandparents, with wee brothers and sisters crowded into the school hall; it was a hot day but even babies in buggies were well-behaved as the pupils re-constructed dramas from their coastal heritage.'

(J McLeish Times Educational Supplement Scotland – autumn 2009)

'Children benefit from a varied programme of religious observance which involves some very engaging presenters.'

(HMIE Report June 2011)

We also celebrate achievement in our Assembly time.

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. This 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. "

Education Scotland

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media.

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 to 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 the Aberdeenshire Policy. 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 St Fergus 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.

Skills for Learning Life and Work/Developing the Young Workforce

Through partnership working we aim to provide opportunities to develop children's skills for learning, life and work in motivating contexts for learning.

- Gas Terminal links with all companies
- Visits from local community partners (community association, shops, church, local business)
- Visits from and to emergency services
- Charity visits/events (SPCA, Archie Foundation, Macmillan Cancer Support, Comic/Sport Relief)
- Leavers' Legacy
- Pupil representatives on groups (Pupil Council, E-Safety, Digital Leaders, Magazine, Buddies, Playmakers, Prefects, JRSO, Website)

Assessment

We believe that assessment is a very important part of effective learning and teaching. We use both formative and summative assessment. Formative assessment is ongoing and often informal. It is very useful in identifying the next steps in a pupil's learning. Summative assessment is more formal and helps identify whether a pupil has achieved a particular level. Holistic assessments also help with teacher professional judgement on achievement of a CfE level. Education Scotland/Aberdeenshire Framework Benchmarks are used to support the process.

Pupils are encouraged to be involved in their learning through self/peer assessment and evaluation. Also through the use of reflective language and profiling.

P3 and P5 pupils have INCAS during the course of the year. The results of these are used to inform learning/teaching. SNSA (Scottish National Standardised Assessment) will begin this session to support learning and teaching at P1, P4 and P7.

Homework

At St Fergus School we believe homework to be important because:

Learning at Home

Parents are the first and ongoing educators of their own children and as such should receive information and support to help develop their child's learning at home, in the community and at school.

Home/School Partnership

Schools must be open to the involvement of parents in the work they do and should consider ways of providing information that helps parents engage with school and their children's education. (Parents as Partners – Scottish Government)

Homework

- Creates a positive and meaningful communication between home and school.
- Provides an opportunity for the family to be involved in the child's learning.
- Encourages the child to take responsibility for his/her own learning.

If there is anything you do not understand or if you would like to speak to your child's teacher to discuss homework, please telephone school so we can arrange an appointment.

Who does what?

- Pupils should complete the homework to the same standard as written work in class.
- Pupils are asked to traffic light their homework, using red, orange and green pens to mark their level of difficulty.
- Parents should make sure the work is completed and sign.
- If the homework has caused difficulty, please note this in the homework notebook.
- Use the traffic light system so we know how your child has managed.

Red Dot	really struggled
Yellow or Orange Dot	needed some help
Green Dot	no problems

- The teacher will issue at the beginning of each school session, a note of what is expected in terms of homework.
- The teacher will mark the work, discuss it if necessary and also discuss with the child or parent, any further concerns arising from it.

At St. Fergus School we aim to set homework tasks that are

- Varied
- Related to classroom work
- Appropriate to the child's needs and ability

In summary

- Please help your child to put a cover on their homework book so it will last a bit longer.
- Please sign your child's homework book each evening.
- If you feel your child is not coping with the homework please let the teacher know as soon as possible, by commenting in the homework notebook.

Homework should primarily encourage pupils to enjoy spending time reading, and also consolidate and review work done in class. As children progress through school we

try to encourage them to plan independently for homework tasks by issuing these on a Monday for completion later in the week rather than giving homework daily.

- P1 Practice common words each night if possible
Reading and words Monday, Wednesday and Friday
Spelling homework, write out words 2 times and an active task
Numeracy task 1 x weekly
Spelling and Numeracy is issued on a Monday for Friday
- P2 and P3 Practice common words each night if required
Reading and words 3x weekly
Spelling, sentences and an active task
Numeracy task 1 x weekly
Spelling and Numeracy is issued on a Monday for Friday
- P4/5 Spelling with related activity is issued on a Monday for Thursday
Reading 2 x weekly with a book detective task/text analysis
Numeracy task 1 x weekly
Personal project poster presentation once a session
- P5/6 Spelling with related activity is issued on a Monday for Thursday
Reading 2 x weekly with a book detective task/task analysis (P5)
Blooms Question Fans moving onto longer text analysis (P6)
Numeracy task 1 x weekly
Personal project poster presentation once a session
- P7 Spelling issued on a Monday for Thursday
Maths/Numeracy sheet Issued Monday for Wednesday
Weekly Challenge or Personal Project
Reading 2 x weekly with Blooms Question Fans moving onto longer text analysis

If spelling or maths homework is not completed by the Friday a strike will be given. The homework will be completed at a time that is convenient for the class teacher. Strikes are cleared at the end of each term.

If you wish to discuss any of the above please contact the Head Teachers.

Learning and Teaching

Our teaching approaches 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 and to cater for a range of learning styles.

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

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

5 Learners 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:

- Prefects – some P7 pupils are selected to support younger classes at wet intervals and help at various events
- Playmakers – P6 and P7 support the younger pupils at playtimes
- Buddies – P7 pupils are paired with P1 pupils and help them to settle into school life
- JRSO (Junior Road Safety Officers) – deliver important messages on road safety
- E-safety Group – help support E-safety throughout the school
- Digital Leaders – organise digital literacy club
- Pupil Council – make decisions about charity events and improvements to the school.

Not all pupils do the same work at the same time; within any class the teacher will regularly plan tasks that are set at different levels of difficulty according to the carefully identified and agreed next steps for each pupil.

Extra-Curricular Activities

At St Fergus 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 school bulletins. A range of Cultural, Sporting and Arts opportunities are offered as these become available. A sailing club for P6/7 pupils runs in Term 4 and a Choir, Digital Club, Netball Club, Magazine Club, Children's University Club also takes place over the session.

6 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.

All pupils from P1 to P7 learn French as part of their daily routines. This is in line with all other schools in the Peterhead Cluster. The main teaching tool being an online resource called Power Language Platform. By 2020 Pupils from P5 – 7 will also experience a third language which can vary according to relevance, staff expertise, pupil interest or CCT links.

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

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

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

7 Further Information

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

<http://st-fergus.aberdeenshire.sch.uk/>

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Preschool – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

Further Information on Assessment, Reporting & Profiling can be found on Parentzone:
<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Transitions (Moving On)

We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At St Fergus 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 early years setting, we arrange a series of induction events/meetings/Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the early years setting, to meet staff, to meet with the other children and to find out about life in early years and what you can do to support your child's transition into the early years setting. 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 early years setting which your child attends will forward transition information regarding your child's needs and learning journey.

Delayed entry to P1

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

Transfer to Primary 1

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

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

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

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

school year where nursery and school work together informally to aid transition processes.

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 St Fergus School attend Peterhead Academy in Peterhead. (Telephone Number 01779 472231).

St Fergus School is part of the Peterhead Schools Network.

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 3 days at Peterhead 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 Peterhead Academy where information will be shared and questions can be asked.

Liaison between St Fergus Primary and Peterhead Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Peterhead Community Schools Network.

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.

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

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

Placing request forms are available from The Buchan Office Peterhead.

Transitions between Stages

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

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

This is also an opportunity for parents to meet their child’s teacher/Named Person and to ask any questions or share any information about your child’s needs which will help support them through any transition.

Visit Parentzone for more information about transitions:

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

8 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

9 Placing requests & School Zones

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

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

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

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

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

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

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

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

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

<http://dywaberdeenshire.org/>

school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

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

The Named Person can help by:

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

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

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

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

*Here at St Fergus School the Named Person for your child/young person is:
Mrs Avril Sutherland/Mrs Claire Grugeon.*

13 Educational Psychology

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

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

14 Enhanced Provision & Community Resource Hubs

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

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support

to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

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

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

15 Support for Learning

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

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

16 The Child's Plan

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



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

Where a child or young person needs one or more targeted interventions, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indicators (Safe, Healthy, Active, Nurtured,

Achieving, Resected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in discussions.

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

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

Information is available on the Aberdeenshire Getting It Right Website:

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

17 Child Protection

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

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

Mrs Avril Sutherland/Mrs Claire Grugeon and Mrs Michelle Leys

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

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

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

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

18 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right For Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire

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



Parent & Carer Involvement

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

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

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

Assessment and Planning

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

19 Our Parent Forum & Working with you as partners

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

20 Communication.

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this. A school newsletter is sent home once a fortnight, detailing information about school events and activities.

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

The school homework diary is another means of communication where parents and teachers can share relevant information about your child.

Every pupil has a reflective profiling record, where they reflect on their learning particularly in literacy and numeracy. Their wider achievement is also recorded. The reflective record is shared with parents at various points throughout the year.

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 'Meet the Teacher' session. 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. Parent Appointment Meetings are held in November and this is when 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. There are a number of Family Learning Days where parents are welcome to visit school for an input on areas of learning followed by a visit to classes to engage in learning with your child.

You will receive a written report on your child's progress in May. A follow up parent appointment will also be arranged. School holds an Open Evening in June and this is an opportunity to view the work on display in every class as well as talk informally to the class teachers. A Book Fair is held in the hall as well as stalls from other organisations such as Active Schools, After School Clubs, School Nurse, etc.

Other means of communication include parent workshops, concerts, class assemblies, performances, and Nursery Play and Stay Reporting sessions.

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

- Use of Groupcall to text and email
- School Website
- Social Media
- Newsletters
- Events
- Praise system
- Open days/mornings/afternoons
- Head teacher presentations

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

21 Parenting

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

Pupil Belongings & Valuables

For each classroom the children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Parents should note their responsibility to ensure packed lunches have a cold pack included. 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 earrings should wear studs as opposed to hoops or dangly ear rings.

Children should not bring electronic games, mobile phones or other expensive items into school. Should parents request that their child be allowed to take a mobile phone into school for use after school, the pupil will 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 do like to bring their own pencil case and equipment. 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/library books be lost or damaged, parents are requested to pay £5.00 towards the cost of a replacement.

22 Volunteering

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

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

23 Learning at Home

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

<http://st-fergus.aberdeenshire.sch.uk/>

24 Decision-making and Developing Services

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

Our **SFSA**, which is a group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the School Association Chairperson Mrs Suzie Clarke or head teacher for more information about getting involved in the School Association.

25 Collaborating with the Community

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

School Policies and Useful Information

Positive Behaviour Management

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

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

Golden Rules (School Rules)

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

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

Promoting Positive Behaviour

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. Certificates are presented to individual children for effort and special achievements at assemblies. Evidence of this good work is displayed on our Celebrating Success Wall for all to see. We have 'Pupil of the Week', 'Caught Being Good' and 'Class of the Week' where individual success is celebrated. Wider achievements are celebrated at 'Celebrating Success' assemblies and tracked throughout the school year.

See Nursery Handbook on managing nursery pupil behaviour.

Bullying

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

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be

treated as a breach of discipline by staff, but it is not bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is not bullying. Sustained victimisation is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school will not tolerate any form of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offers 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 and 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.

Race Relations Act

Schools actively discourage any racist language or behaviour. Where any such behaviour has been reported schools are required to record the incident and the person(s) involved. The behaviour will be dealt with according to school policy.

All Aberdeenshire Council Education policies can be found here:

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

26 Attendance

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal actions 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 would wish to work with parents to ensure that children can achieve fully. 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 for the safety of the individual child. This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

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

If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.

If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.

When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.

On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

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

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

All pupils whether they are transported by school transport or by parents should not arrive at school more than 20mins before the start of the school day. They will be allowed into the building to use the toilet or if the weather is excessively wet or windy.

A responsible adult will be on the school premises 20 minutes prior to the start of each school day. There is no legal requirement to have a member of staff in the playground area supervising the children where the school roll is under 50. The number of adults supervising children during break and lunch periods will vary from school to school and will be based on the school's own risk assessments. During morning and lunch breaks there is access to play equipment and general play areas. At times this may have to be timetabled to allow equal access for all.

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.

If your child has an accident in the playground and suffers a minor injury, he/she will be treated by a qualified first aider. Your child will be given a minor injury slip to take home at the end of the school day, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries and for this reason it is important we have up to date contact details such as mobile phone numbers. However, where contact is not possible, we may seek treatment from professionals where it is deemed necessary. Attempts will continue to be made to contact you.

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

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

At the end of the school day, pupils who do not go home on school transport should be collected outside the main pupil entrance indicated in the school plan. Please ensure your child knows who he/she is going home with if you have had to make alternative arrangements or if you are unable to collect your child. For the safety of your child(ren) please advise the school of any changes to arrangements.

27 Holidays during term time.

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

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

28 Parking

Parents/guardians are requested to stay out of the school car park and away from the corners of the road and the yellow zig zag lines.

Children and parents must never cross the school car park to gain entry to the school grounds.

29 St Fergus School Dress Code

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. Sweatshirt orders are processed in the summer terms.

School uniform consists of – grey school sweatshirt with school logo, pale blue polo shirt, dark school skirt or trousers, dark school shoes (children should not wear high heeled shoes as these cause safety concerns). We appreciate your cooperation in support of this.

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

PE Kit consists of – T shirt which tucks into shorts, standard length shorts, socks, gym shoes preferably with velcro or elastic fastening for younger pupils. These should be kept in a gym bag.

With regard to safety, the wearing of jewellery is actively discouraged in our school and is not permitted during PE lessons. If your child has pierced ears, please ensure he/she can remove and replace their own earrings. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons and parents should provide a named roll of surgical tape for this purpose. Shoe string strap tops are also discouraged for safety reasons as they can catch on gym apparatus and suitable footwear should be provided.

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.

30 Clothing Grants

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

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

31 Transport

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

32 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.

33 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/>

34 Special Schools and Enhanced Provision

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

35 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

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

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

Northsound 1

FM 96.9

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7 MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4

Waves Radio

FM 101.2

Original 106 FM

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

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

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

School Information Line

Tel: 0370 054 4999 then 022610. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

36 Storm Addresses

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

37 Change of address and Parental Contact Details

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

38 School Meals

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

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

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

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

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

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

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

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

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

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

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

39 Healthcare & Medical

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

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

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

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

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

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

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

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

Please find our Medication Policy here:

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

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

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

40 Exclusion

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

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

41 Educational Visits

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

42 Instrumental Tuition

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

For further information go to:

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

43 Comments, Compliment & Complaints

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

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

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

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

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

44 Support for parents/carers

For more information on Support and Advocacy contact:

Enquire, Princess House

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

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:

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

Independent Mediation Services

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

Children 1st
Fraserburgh Business Centre
South Harbour Road
Fraserburgh
Aberdeenshire, AB43 8TN
Tel no 01346 585341
Fax no 01346 512810
Email aberdeenshire@children1st.org.uk

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

www.sclc.org.uk

45 Insurance

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

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

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

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

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

46 School Off Site Excursion Insurance

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

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

47 Data we hold and what we do with it.

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

48 How Does Aberdeenshire Council Hold and Store Pupil Data

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

49 Parental Access to Records

SAR - Subject Access Request information

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

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

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

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

50 ScotXed

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

51 Information Sharing

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

52 Freedom of Information

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

Appendix

School Improvement Plan

<http://st-fergus.aberdeenshire.sch.uk/>

Members of Parental Groups

E-SAFETY

Mrs V Arthur

Dr E Booth

Mrs N Cruden

Mrs M Webster

SCHOOL IMPROVEMENT

Mr K Hansen

Mr P Robertson

SFSA

Chair Mrs S Clarke

Vice Chair Mr K Hansen and Mr P Robertson

Secretary Mrs D Murray

Treasurer Mrs E Park

Stats for attainment

All primary schools can use the following link that takes you to the Scottish Government data for all school CfE Attainment.

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

Parents can then find their school in the box on the right.

School Events Calendar & holiday

<http://st-fergus.aberdeenshire.sch.uk/>

Please also find a link to the annual holiday calendar:

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

Assessment Calendar, Year/termly plan of learning, Parental Calendar

<http://st-fergus.aberdeenshire.sch.uk/>

Map of catchment area

