



From mountain to sea

Mackie Academy School Handbook

2017/18



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Introduction to Mackie Academy School

Mackie Academy is a school with a long tradition of providing an excellent all round education for the young people of Stonehaven and the surrounding area since 1893. This tradition continues today with the school achieving and maintaining high levels of attainment in certificated examinations and at the same time providing a breadth of experiences beyond the subject curriculum which help to develop the whole child.

It is the hallmark of a very good school that it caters for the needs of all its pupils and here at Mackie Academy we pride ourselves that not only do we have an excellent track record of academic achievement with our many pupils, but also have a wide range of support services which enable youngsters of all abilities to achieve their best and be part of the school community. We do this in a caring and supportive environment which ensures that all pupils are safe and develop good relations with other pupils and staff.

Louise Moir

Head Teacher



School Contact Details

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Parent Council email -
MackiePC@hotmail.co.uk

Adverse weather and emergency closure

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

Information Line 0370 054 4999 021080 (Please do not use this line to leave messages for the school.)

Mackie Academy School is a non-denominational school with a role of 1122. The school catchment area stretches from Netherley in the north to Johnshaven in the south and from Glenbervie in the west.

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

SCHOOL HOURS

Period	Timing	Length
1	08.40 – 09.30	50mins
2	09.30 – 10.25	55mins
Tutor Time	10.25 – 10.40	15mins
Break	10.40 – 10.55	15mins
3	10.55 – 11.45	50mins
4	11.45 – 12.40	55mins
Lunch	12.40 – 13.30	50mins
5	13.30 – 14.20	50mins
6	14.20 – 15.15	55mins

There are no bells in Mackie Academy. There are digital clocks in all teaching and social areas.

Mackie Academy Staff List:

An up to date staff list can be found at:
<http://mackie.aberdeenshire.sch.uk/whos-who/>

Our Vision, Values and School Ethos

Aims of Mackie Academy

Mackie Academy is a learning community whose duty is:

1. To provide a positive and welcoming ethos in the school based on mutual support, equality, fairness, healthy living and respect for others, their property and the environment.
2. To support high quality learning and teaching through a curriculum which is well-planned and offers breadth, balance and choice appropriate to the needs of each learner; the provision of motivated and enthusiastic staff with a commitment to lifelong learning and sound accommodation and resources that support the learning environment.
3. To give the opportunity for learners to gain the highest possible attainment and achievement through personalised learning pathways which meet each learner's needs, builds on prior learning, are effectively assessed and clearly reported.
3. To provide high quality pastoral care and support for all learners according to their needs allowing opportunities for learners to develop self-esteem, responsibility, personal effectiveness and consideration for others through a wide range of curricular and extra-curricular activities.
4. To prepare learners for life beyond school through the development of core skills, active citizenship, education for work and an appreciation of learning as a vital lifelong experience.
5. To value and promote partnership, teamwork and leadership among staff, learners, parents, the wider community and other agencies.
6. To provide a safe and secure environment in which the health & wellbeing alongside the safety of all members of the school community is paramount at all times.

Relationships between staff and pupils are positive and high standards of behaviour are expected. We expect pupils to identify with the school in the wearing of school dress.

There are arrangements for consulting with pupils through pupil voice forums and there is a wide range of extracurricular activities on offer.

Parents and staff are involved in the Parent Council which provides an opportunity for parents to be involved in discussions and active engagement about key aspects of the school and its community.

News about school events and the achievements of pupils and staff are acknowledged in various ways.

SCHOOL ASSEMBLIES

Assemblies are normally held in the Assembly Hall at tutor time (unless the hall is required for other purposes such as school examinations).

This is a short assembly which sometimes has a religious element. Parents who wish their child not to attend the assembly on religious grounds should request this by writing to the Head Teacher. House Assemblies will be held involving all pupils (S1 – S6) from the same House. These assemblies are led by Pupil Support & Attainment (Pupil Support) staff, House Captains and pupils in the house group.

WORKING TOGETHER

Our school aims are intended to develop all pupils to their fullest potential. To benefit from the opportunities we offer in Mackie Academy, we expect pupils to accept that they have certain responsibilities relating to themselves, their relationships with others and to the life of the school. These expectations are summed up in our Code of Conduct:

Embrace Excellence: Fulfil Potential

Code of Conduct

Mackie Academy exists so that all members of our community can maximise achievement in a safe, purposeful learning environment. This code of conduct is a framework that enables us to put our values into practice in pursuit of the very best in teaching and learning. It was drawn up by all members of our Academy community through consultation events. It applies to us all.

Expectations

We will arrive at lessons on time, equipped and prepared for learning.

We will treat other people, their ideas and their belongings with respect.

We will value and care for our environment, both in our Academy and in the wider community.

We will do our best to be the best we can be and to support those around us to achieve the best they possibly can.

We recognise that we all benefit from our Academy's excellent reputation and we will work hard to ensure continuous improvement.

This **Code of Conduct** means that:

We recognise that we are all here to learn so we will behave to help others learn.

We will be dressed smartly and appropriately.

We will move around the Academy in a quiet and sensible way.

We will follow appropriate Academy policies at all times.

We will not smoke.

We will not swear.

We will not shout.

We will not chew gum or drop litter so that it impacts on our working and / or local environment.

We will not smoke on Aberdeenshire Council property or in relative close proximity to the school boundary.

We will not use prohibited drugs.

We will not resort to violence.

We will abide by the law at all times.

We will not use mobile phones or technological devices in the classroom unless we are authorised to do so by a member of staff in the pursuit of learning. Around the Academy, use of mobile phones and MP3 players should not disturb the learning environment.

This code of conduct applies to any of us, whenever we can be identified as a member of the Mackie Academy community. **This may be when we are on or off site.**

POSITIVE BEHAVIOUR MANAGEMENT

Positive Behaviour Management through use of Restorative Practices is a vital component in helping Mackie Academy to achieve its aims and values. Our Restorative Approach to behaviour management is designed to support the learning and teaching environment to enable the achievement and attainment of all.

Effective behaviour management is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility as a learning community. Pupils, parents and teachers all have an important part to play in achieving this atmosphere and positive behaviour is fundamental to effective learning and teaching for all pupils. Our shared expectations apply to all within Mackie Academy and are visible round the school as follows:

As a member of Mackie Academy and the wider community you have:-

the *right* to:-

- be respected and treated fairly and equally.
- be safe at all times in and around school
- a high quality learning and teaching environment.

the *responsibility* to:-

- treat all students, staff and the wider community respectfully.
- keep yourself and all others safe.
- ensure that learning and teaching is allowed to take place without disruption.

In order to be all you can be, work with a positive attitude and to the best of your ability.

Good behaviour is maintained by example, encouragement, praise and incentives. Staff are encouraged to keep Pupil Support & Attainment (Pupil Support) staff informed of the achievements of particular pupils. Where pupils do not meet the expectations and disrupt learning and teaching, the school seeks to support pupils to improve their behaviour through a restorative approach and, where necessary parents and other agencies are involved.

Where this approach proves unsuccessful or where a very serious incident occurs, a series of sanctions will be implemented to support effective learning and teaching and a safe environment for all pupils. In such cases parents will be contacted by the school and the incident will be logged. We wish to work with parents and pupils to improve behaviour and attitude so that it does not become necessary to exclude any pupil from school. Exclusion is a serious step and is used only as a last resort where all other attempts to provide support have failed.

Parents are welcome to come to school to discuss any matter of behaviour which concerns them. In the first instance, contact would normally be with the appropriate Pupil Support & Attainment (Pupil Support) teacher.

Promoting Positive Behaviour

We aim to take a positive approach to promoting responsible behaviour, effort and application. Special achievements are acknowledged through assemblies, the school newsheet, displays on notice boards and the press.

Mackie Academy has a very active and successful 'House System'. On entry to school each pupil is allocated to one of five Houses – Cowie, Dunnottar, Fetteresso, Swanley or Ury. Every session, there is a programme of Inter-House competitions with points awarded for each activity. Activities wide-ranging and include a spelling

bee, a quiz, a ‘countdown’ style activity and a cheerleading contest. An inter-house activities committee, involving staff and senior pupils, meets regularly to plan, co-ordinate and review activities. Pupils are encouraged to suggest activities.

House points are also awarded throughout the session for individual pupil participation in a range of activities

House points for each activity are publicised via the pupil newssheet and on the Inter-House notice board. The running total for all activities is publicised in the same way.

The House Shield is awarded at the end of the session to the House with the highest points total.

BULLYING

Bullying may be defined as a range of pre-meditated, persistent and 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 incident/argument between two children will be treated as a breach of discipline by staff, but it is **not** bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is **not** bullying. **Sustained victimisation** is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

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

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

ANTI BULLYING POLICY

1. Why do we have this Policy?

The single general aim of Mackie Academy is to provide the best possible education for all of our pupils. We aim to provide this within our climate for learning agreed expectations where as a member of the school and wider community each person has the right to:

- be respected and treated fairly and equally,
- to be safe at all times, and
- a high quality learning and teaching environment.

These rights are equally matched with the responsibility on each person to ensure the same for all persons in the community.

Mackie Academy's Anti bullying policy has the following aims

- To raise awareness and understanding of the impact(s) of bullying behaviour.
- To reinforce that bullying is not acceptable and will not be tolerated.
- To ensure that everyone is treated equally.
- To respond to incidents of bullying in a consistent and effective way.
- To create comfortable and safe learning environments for pupils.

Mackie Academy is obliged to meet the requirements of the Equalities Act 2010. This includes the responsibilities to tackling unlawful discrimination and includes promoting and encouraging equal opportunities.

Bullying in any form is intolerable and unacceptable.

Parents/carers, pupils and school staff have a responsibility to work in partnership to maintain a high standard of behaviour and an environment free from bullying behaviour. Mackie Academy believes that everyone should be treated equally and with respect.

Mackie Academy is under a legal duty to consider equalities as an employer, a policy maker, a service provider, a procurer of services and as a decision maker. Therefore Mackie Academy will have due regard to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between those who have protected characteristics and those who don't.
3. Foster good relations between those who have protected characteristics and those who don't.

The Equality Act 2010 protects us all. Every person has one or more of the 9 defined protected characteristics. These are:

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion or belief
7. Sex (gender)
8. Sexual orientation
9. Marriage and civil partnership

The following six key areas are our approach to bullying in accordance with national guidance.

1. Stance
2. Definition
3. Prevention
4. Communication
5. Response
6. Reporting and Monitoring

1. Stance

Bullying in any form is intolerable and unacceptable.

Parents/carers, pupils and school staff have a responsibility to work in partnership to maintain a high standard of behaviour and an environment free from bullying

behaviour. Mackie Academy believes that everyone should be treated equally and with respect.

2. Definition

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour is abusive.

Bullying behaviour is often displayed as a result of past experiences which affect and impact on current actions.

Bullying can be verbal, physical, mental/emotional or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. People who experience bullying behaviour feel vulnerable and/or socially isolated.

3. Prevention

The school will implement the following steps in working to **prevent** bullying behaviour by **raising awareness** amongst pupils, staff and parents/carers. We will do this by:

Implementing programmes of education about bullying from an early stage. We will revisit this topic at different stages of a pupil's education.

Ensuring that Mackie has visual displays relating to bullying and key aspects of anti-bullying policies.

Anti-Bullying work which may include assemblies, class sessions and tutor time sessions. It will highlight work done during National Anti-Bullying week.

Opportunities for parents/carers to obtain information on school systems and strategies relating to bullying and how to respond in a supportive and appropriate manner.

Mackie Academy will work to **educate** pupils, staff and parents/carers about what to do when bullying behaviour is displayed, and how to support those involved.

We will do this by:

- Using relevant and up to date resources which promote engagement.
- Encouraging pupils to teach and share key messages about bullying with other pupils and with parents/carers including the short and long term impact of bullying.
- Ensuring that pupils, parents/carers and teachers are aware of support available beyond school (e.g. Childline, Samaritans, Police Scotland, Parentline).
- Our school staff participating in planned Aberdeenshire Education and Children's Services events in order to ensure that awareness of key messages relating to bullying and to support ongoing curricular work.
- Providing opportunities within the curriculum work designed to boost the resilience of children and young people. .

Mackie Academy will provide access to **training** and key information for staff so that:

- Staff will work in partnership with other agencies to enable all staff to be aware of strategies for preventing and responding to incidents of bullying.
- Updated information will be provided to all staff.
- All members of staff have access to a copy of the relevant school documentation.
- Key roles and responsibilities will be made clear to each member of the school community so to prevent and respond to bullying behaviour within the policy.
- Staff are trained in the use of restorative approaches

Mackie Academy will ensure that **communication** is at the heart of prevention strategies and responses to incidents of bullying behaviour. This will happen by:

Our Anti-Bullying policy shared with and accessible to pupils and parents/carers.

Our Anti-Bullying policy highlighted to pupils through a variety of means.

Targeted lessons used to increase knowledge and understanding of anti-Bullying policies and processes.

The profile of Anti Bullying work will be raised through focussed information sessions at key points in the year (e.g. National Anti Bullying Week).

Timescales and methods for ongoing communication will be negotiated on a case by case basis to ensure that the needs of pupils are met. Communication will be used to build relationships and in the early identification of further or ongoing difficulties.

Pupils and Parents/carers will be included in communication relating to prevention of bullying and incidents of bullying and then:

Pupils and Parents/carers will be supported through involving them in information sessions relating to Bullying and Anti Bullying.

Pupils and parents/carers are involved in reviewing Anti-Bullying policies and procedures.

Regular contact in place for parents/carers of pupils affected by bullying behaviour after issues have been identified and reported to relevant staff.

The school will communicate with parents/carers of all pupils who have demonstrated bullying behaviour after issues have been identified and worked through.

The school will arrange for regular contact between key staff and pupils involved in an incident.

Mackie Academy will ensure that progress is maintained and that effective communication is used to build relationships and identify further ongoing difficulties.

4. Response

Mackie Academy will promote consistency of **response** to instances of bullying behaviour using the 6 step approach:

1. Record the Incident
2. Speak to the individuals involved having frank and honest dialogue
3. Speak with parents
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

Restorative Practice approach will be used where possible in order to repair relationships as:

Restorative practice lets pupils speak to each other, and encourages the development of self-awareness.

Restorative practice teaches pupils to understand and share their thoughts and emotions in a safe environment.

Restorative meetings or mediation must be facilitated by a suit member of staff, with whom both parties are comfortable.

Taking Action

Mackie Academy staff will take action to resolve a bullying situation and it will be given **high priority**. In some circumstances, immediate action may be required. Our actions will include:

Pupils and parents/carers made aware of and included in communication strategies.

Guides for parents/carers, pupils and teachers, available.

An appropriate course of action which can be agreed through speaking to pupils involved, and their parents/carers as is appropriate. Each situation may require an individualised response. Appropriate responses will be decided on a case by case basis, taking account of factors relevant to each person involved, and the mental/emotional wellbeing of pupils involved.

Communication with the person who has displayed the bullying behaviour in an honest and frank manner.

Ongoing support to parents/carers and pupils involved in bullying behaviour from appropriate communication, and a shared understanding of the steps that are being and have been taken to address identified issues.

School staff will monitor how relationships develop over the time that follow an incident of bullying behaviour.

Repeat displays of bullying behaviour followed up with an increasing response.

5 Reporting and Monitoring

Mackie Academy will report and monitor on our Anti-bullying Policy within Aberdeenshire Policy

The roles and responsibilities will be made clear at all levels or our school community and Anti Bullying will be incorporated within the strategic remit of our schools' leadership team

Mackie Academy will gather pupil feedback relating to bullying behaviour in a variety of means. Pupil Councils will raise the issue of bullying on their agendas each academic session. This focussed discussion will be used to discuss and identify any issues which may arise such as themes, trends and locations of bullying issues. These discussions will not identify those involved in any reported incidents.

Advice to Pupils and parents if they are aware of Bullying

Children and young persons have a right to receive their education free from humiliation, intimidation and abuse. No child deserves to be bullied. Bullying is a wilful, conscious attempt to hurt or to threaten or to frighten someone else. Such behaviour is unacceptable at Mackie Academy.

Bullying may involve hitting or kicking. However, threats, teasing and taunting can be more difficult to detect and can be more damaging. The important thing is the effect on the victim. The most important action any pupil can take is to tell someone - a parent, a friend or a member of staff. If school staff don't know what is going on, we can't stop it. The most important thing that parents or carer and staff can do is to make it possible for children to tell us about bullying. Children need to be confident that we will listen to them and that we will act appropriately to stop the bullying.

Who needs to tell? Advice to Pupils

If you are being bullied, you need to tell. This can be very hard if you are very frightened. But the bullying won't stop unless you tell. If you are doing the bullying, you also need to tell. You know it's wrong. It is hard to own up and apologise, but if you do, and if you have the right attitude, you deserve support to help you to stop bullying. Most people being bullied just want the bullying to stop.

If you know that someone else is being bullied, you need to tell. By telling, you help to stop the misery of being bullied. You also help the bullies by stopping them from getting into worse trouble.

Working together - Advice for Parents or Carers

If you think your child may be involved in bullying other pupils, please contact the school at once to give us the opportunity to deal with the problem before it becomes more serious.

Persistent bullying and intimidation may lead to exclusion from school if it is not dealt with at any early stage.

If you think that your child is being bullied, please contact the school so that we can discuss the best course of action. Signs of bullying may include: being unwilling to go to school; damage to clothes or school books; unexplained bruises, scratches, cuts; possessions going "missing"; schoolwork going downhill; your child becomes unusually quiet or withdrawn.

The action taken by the school will depend on circumstances. The important priority is to stop the bullying. Actions will be taken by school staff and parents must inform the school at once if the bullying continues or starts again.

If your child sees another pupil being bullied, they should report this to a member of staff in the school. If they do not feel able to do this, we would welcome a telephone call from you, as their parents or carer, to help us to deal with this matter. We would treat the information provided as sensitively and confidentially as possible.

Please do not hesitate to contact the school for advice and support.

Working together - Advice to Staff

Any pupil can go to any member of staff (teaching or non-teaching) to talk about bullying. Pupils will choose someone they trust to help them.

It is the school policy that a member of the Senior Leadership Team must be informed at once of any reported bullying.

This is important in ensuring a consistent approach and in monitoring the extent of bullying in the school. This does not mean that the member of staff should not deal with the incident him/herself. It means that he/she can discuss the best way of dealing with it and will have the necessary support. If it is appropriate for the member of the Senior Management Team to take over the investigation, he/she must continue to involve and inform the member of staff who made the report.

The parents or carer of all pupils involved - bullies and victims must be informed.

Monitoring & Review

A record of all reports of bullying is maintained.

Curriculum

Within Mackie Academy 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 for Excellence

Curriculum for Excellence is the programme of study in Scotland for all children from 3-18.

Principles for Curriculum Design

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

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

Curriculum Entitlements

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

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

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

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

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

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

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

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

The Curriculum for Excellence is divided into different levels.

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4
	The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes
Senior Phase	S4 to S6, and college or other means of study.

The courses and activities offered to pupils at all levels are designed to develop a body of useful knowledge and a range of appropriate skills and to provide opportunities for continuing personal development.

In preparing pupils to meet the challenges of the modern world in a time of rapid technological change, the school aims to foster important personal qualities such as flexibility, self-motivation and self-discipline, and to instil good study habits which will enable pupils to carry the learning process into adult life.

Successful learning and teaching is the result of a three-way partnership involving pupils, parents and teachers.

Mackie Academy is fully committed to a policy of curriculum development. New and revised courses are being introduced at all levels, using a variety of teaching methods and resources appropriate to different subject areas and to a range of abilities.

The systems of assessment and reporting in these courses are intended to give information about progress and attainment to parents, pupils and teachers, to assist in identifying and overcoming problems and to enable parents and pupils to make informed decisions about course choices and careers.

As pupils move through school, they are offered increasing choice in the curriculum, and they are expected to take more responsibility for their own progress and actions.

FURTHER INFORMATION

The school produces detailed information regarding course choices and curriculum developments which are available on the school website. The school's curriculum plan can also be accessed on the website at
<http://mackie.aberdeenshire.sch.uk/senior-phase-pathways/>

Further information about Aberdeenshire's curriculum framework can be found at
www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf

BROAD GENERAL EDUCATION FIRST YEAR AND SECOND YEAR

Our curriculum is based on providing clear entitlements, outcomes and experiences for young people who build on their experiences in primary school and support the development of each young person as they move through the secondary school.

Our broad curriculum is based on learning experiences in: Expressive Arts; Languages and literacy; Health and wellbeing; Mathematics and numeracy; Religious and moral education; Sciences; Social Studies; and Technologies. The curriculum is designed on appropriate challenge and enjoyment; breadth; progression; depth; increasing personalisation and choice; coherence; and relevance. Curricular areas and subjects are important, including opportunities for personal achievement and interdisciplinary learning. Our S1 and S2 curriculum also includes broad experiences which develop a range of skills covering a range of curricular areas. Each young person is at the heart of the learning experiences.

THIRD YEAR

In our agreed curriculum, S2 pupils will continue to experience a broad general education in all curricular areas as they enter S3. All pupils will continue with English and Mathematics, but there is at this stage in their education a degree of

personalisation and choice within the other five curricular areas. All pupils follow eight courses in S3.

In S3, all courses will continue to cover the experiences and outcomes identified in Curriculum for Excellence for each curricular area and, as pupils' progress with their learning, they will move from the experiences and outcomes of the fourth level of the broad general education stage to those of National 4 and National 5 level courses. Although formal qualifications will not begin before S4, national levels which are attained by the end of S3 will be recorded and success in subjects which are not continued into the senior phase will be recognised.

SENIOR PHASE: FOURTH YEAR

In S4, pupils will further personalise their learning by selecting six or seven subjects for study in greater depth including English and Mathematics, leading to certification in the national qualifications at Levels 1-5 in S4.

National 1-3 and National 4 are assessed internally, subject to external moderation and assessed overall as pass/fail.

National 5, Higher and Advanced Higher will have an end of course external exam and will be graded A-D.

As pupils progress through the Broad General Education, decisions will be made about the most appropriate level of qualification in S4 based on ongoing formative and summative assessment in each subject.

SENIOR PHASE: FIFTH YEAR AND SIXTH YEAR

SUBJECTS

Pupils in S5 are expected to study five subjects that are certificated by the Scottish Qualifications Authority. In addition all pupils study one period Personal and Social Education, two periods of Physical Education and two periods of private study. Pupils in S6 are expected to study four courses but provision will be looked at on an individual basis that best meets the needs of the student.

When choosing subjects for study in S5 and S6 pupils are expected to progress to a higher level of study in subjects which they wish to continue and which they have previously studied. Some pupils, mainly S6, may opt to follow "crash courses" in subjects which they have not previously studied. Course options are also available to pupils through partnerships with our local Further Education institutions.

SENIOR PHASE: COURSE CHOICES

Course choice is made in consultation with Pupil Support & Attainment (Pupil Support) and Subject Staff and takes account of the "entry requirements" for each subject / level of study which are detailed in the Senior Course Choice Guide. Course choices for S4, S5 and S6 are made following the Senior Phase choices evening in February, the relevant reports and subject evenings.

There is a range of levels of study within the National Framework. Not all levels are offered for each subject. The senior course guide contains information about the levels of study on offer in each subject in Mackie Academy.

HOMEWORK

The partnership between home and school can be clearly seen in the case of homework. Success depends upon both home and school providing support and encouragement to pupils.

To support the partnership between pupils, parents and school, Mackie Academy uses the Show My Homework website to publish all homework. The school provides individual login details to all pupils and their parents in order that specific information relating to issued homework and deadlines is readily available.

Mackie Academy's Homework Policy can be found on the Mackie academy website at:

<http://mackie.aberdeenshire.sch.uk/relevant-school-and-council-policies/>

The Role of the Pupil

It is the **responsibility of the pupil to submit homework on time**, having produced it to the highest standard possible. Where homework is not submitted, the class teacher will discuss the reasons for this and parents will be notified accordingly.

It is the responsibility of the pupil to:

- Ensure that they take a clear note of **all** Homework - what has to be done and when the homework is due in, if they decide not to use the Show My Homework website
- Find out any work missed due to absence, complete this and submit in with the agreement of the teacher
- Prepare for subject assessments notified
- Seek advice and help from staff if necessary **before** the homework due date
- Plan their personal study timetable
- Use study periods and study leave productively in the Senior Phase
- Meet deadlines

The Role of the Parent

Research shows that a parent has an extremely important partnership role to play in assisting their child to succeed. The parent can help by:

- Ensuring their child completes homework regularly
- Encouraging a positive attitude to study
- Providing a suitable study place free from distractions. For example, working in a warm and well-lit part of the house; providing a flat surface to work on such as a desk or table; encouraging them to work away from distractions such as the T.V., mobile phone.
- Helping their child establish a homework routine and not to leave it until the night before it is due
- Encouraging productive use of homework time even when homework has not been set by the school e.g. reading programmes, research and revision
- Communicating with the school on any problems which relate to homework
- Taking a positive and active interest in what is being done
- Reinforcing the value of homework

If your child is absent from school please ensure that they find out the classwork and homework they have missed. It will be your child's responsibility to arrange with the teacher an agreed timescale to complete missed work.

If your child is unable to attend school for an extended period but **can** work at home, then you should contact the child's Principal Teacher Pupil Support & Attainment (Pupil Support) to request work.

The Role of the School

Teachers will:

- Ensure that all homework tasks and assessment notifications are populated on our Show My Homework website.
- Promote a positive attitude to homework and develop high expectations
- Ensure that appropriate homework is set and regular feedback provided
- Ensure that homework is attainable and differentiated according to pupil ability
- Use the Whole School Policy for non-completion of homework. This will then inform parents, and PT's Pupil Support & Attainment (Pupil Support) where there is a problem
- Provide opportunities for pupils to study outwith class time through the use of the library and study support classes if available.
- Monitor and evaluate the effectiveness of the Homework policy to ensure an effective and consistent approach to homework.

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.

Mackie Academy 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

PROVISION OF RELIGIOUS OBSERVANCE IN SCOTTISH SCHOOLS REVISED GUIDANCE MARCH 2017

Religious Observance is defined as follows:

"Community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community."

Religious observance has an important role to play in the development of Curriculum for Excellence in Scottish schools. It provides opportunities for schools to reflect upon and develop a deeper understanding of the dignity and worth of each individual, and their contribution to the school and wider community.

Here at Mackie Academy religious observance is an integrated part of our curriculum provision as well as being represented by specific events at certain times of the year. However, if a parent wishes to exercise the parental right to withdraw their child from Religious Observance they should contact the Head Teacher in writing. If a pupil does not participate in religious observance alternative arrangements will be made for them to continue their education at these times.

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 year group and termly house and 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.

Many of the topics dealt with in Personal and Social Education contribute to the moral dimension of Religious and Moral Education. Other subjects in the curriculum also contribute to moral education by dealing with ethical issues as they relate to specific topics in the coursework.

Religious and Moral Education as a discrete subject in the curriculum of pupils deals with the development of the person in relation to self-awareness, relationships with others and the area of beliefs, values and practices which go together to make a religious outlook on life. As such it makes an important contribution to the personal and social development of pupils and helps provide a balanced curriculum.

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

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 year group and termly house and 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.

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

EXTRA CURRICULAR ACTIVITIES

At Mackie Academy a range of extracurricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running these clubs.

The following activities are offered on a regular basis at Mackie Academy. Information about these clubs and activities is notified to pupils in the daily newsheet and on pupil noticeboards.

Activities Currently Available:

- Debating and Public Speaking
- Theatre Trips
- Grampian Book Award
- Maths Club, Maths Challenge
- Scripture Union
- Strategy Games
- Science Club
- Mock Trial
- Eco Group
- Fair-trade Group
- Orchestra, String Ensemble, Senior Choir, Samba Band, Guitar Group, Junior Choir, Concert Band
- Drama Club
- Art Club
- Netball
- Young Enterprise
- Rock Challenge
- Rugby
- Fit for Girls
- Chess
- Badminton
- S1 Drop-In Club

Many of the clubs meet during the lunch hour but pupils wishing to stay after 3.15pm can obtain late passes from the School Office. At the beginning of the session, pupils are provided with a handout detailing the days and times of the various activities. Information regarding current clubs (including those led by Active Schools) and extracurricular activities will be communicated throughout the year via school bulletins. A range of Cultural, sporting and arts opportunities are offered as these become available.

1. 1+2 Approach to Language Learning in Aberdeenshire

The Scottish Government has introduced a policy ‘Language Learning in Scotland: A 1+2 Approach’. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In Mackie Academy School the first foreign language will be either French, or Spanish. This language will be learned from S1 through to S3 in Mackie Academy.

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.

2. 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://mackie.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 (Pre school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

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

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

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

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

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

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

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

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

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

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

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. Mackie Academy is currently reviewing how pupils develop their profile with the aim being to move to the use of the Google Platform as part of the GLOW intranet in 2018-19.

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)

Pupils who attend any of the associated Primary Schools are enrolled automatically into S1 at Mackie Academy. Pupils are visited in Primary Schools prior to transfer by senior staff. Pupils in Primary 7 spend three days in Mackie Academy in June. Senior pupils support pupils during the Induction days.

Meetings are held for the parents of Primary 7 pupils in the year prior to transfer to Mackie Academy. The first is a preliminary information event which takes place in the feeder primaries and is intended to provide initial information about the school and the transition process. The second is in June and gives parents the opportunity to meet the Pupil Support & Attainment (Pupil Support) teacher of the House Group to which their child has been allocated. The Principal Teacher of Support for Learners also attends this meeting.

On their first day at Mackie Academy, new pupils are met by their Pupil Support and Attainment teacher who introduces them to their classes. The S6 peer support pupils continue to support pupils during the transition process in August.

Visit Parentzone for more information about transitions:

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

3. 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/>

4. 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>

5. Skills Development Scotland

The Careers advisor for Mackie Academy School is Mhairi Scott –Bennett.

Skills Development Scotland (SDS) provides a career planning service to the school. Careers Coaches are attached to the school and can be contacted at the Centre in Aberdeen when she is not in school – telephone number 01224 285200. The input of SDS is negotiated annually with school staff to meet the needs of pupils within the available time resource.

Skills Development Scotland offers a career planning service with particular support for young people at key transition points. The focus is on group work to develop the life-long skills of career planning and decision making. The Skills Development Scotland website allows young people to research career ideas, access on-line vacancies, explore links to job areas, further and higher education – and work towards reaching well informed realistic career decisions. There is also a parent support area. The website address is - www.skillsdevelopmentscotland.co.uk There is also a new resource at: www.myworldofwork.co.uk

Young people should be able to self-help from the resources available. The colour coded sections of the school's recently updated careers library have been developed to match the equivalent sections in the Skills Development Scotland website Resource Centre.

When young people require further help and support, they can complete and return a contact request form to the school office or their Pupil Support & Attainment (Pupil Support) teacher. This is available from the school office or Pupil Support & Attainment (Pupil Support) staff. Support can be in the form or group work, drop in clinic sessions, short assisted interviews or, in some cases, a more intensive individual career planning meeting. Where necessary, a short 'Next Steps' can be issued or a more detailed Career Plan of Action. Parents are welcome to attend meetings or to follow up the issues discussed.

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

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

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

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

<http://dywaberdeenshire.org/>

Support for Children and Young People

7 Getting it Right for Every Child

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

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



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

8 The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

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

can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

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

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

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

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

Here at Mackie Academy school the Named Person for your child/young person is:

GUIDANCE	
Principal Teacher Pupil Support and Attainment Cowie House	Duncan Whyte
Principal Teacher Pupil Support and Attainment Dunnottar House	Elaine Davidson
Principal Teacher Pupil Support and Attainment Fetteresso House	Fiona Stark
Principal Teacher Pupil Support and Attainment Swanley House	Jill Black
Principal Teacher Pupil Support and Attainment Ury House	Fiona Beeley

9 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/>

10 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/>

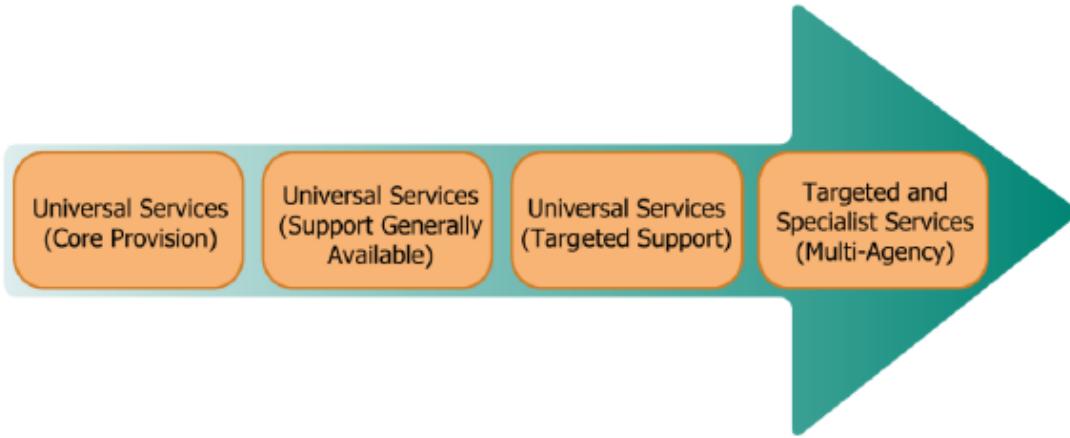
11 Support for Learning

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.

12 The Child's Plan

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



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

Where a child or young person needs one or more targeted interventions, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indicators (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in discussions.

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

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

Information is available on the Aberdeenshire Getting It Right Website:

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

13 Child Protection

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

Within Mackie Academy 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 Mackie Academy School the designated officer is Kieran Kenny, Depute Head Teacher.

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/>

14 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 Mackie Academy 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.

15 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:

16 Communication.

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

- Use of Groupcall to text and email
- School Website
- Social Media
- Newsletters
- Events
- Merit system

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).

17 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.

18 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.

19 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://mackie.aberdeenshire.sch.uk/relevant-school-and-council-policies/>

20 Decision-making and Developing Services

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

Our Parent Council, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson, Jacqui Hutchison or Head Teacher for more information about getting involved in the Parent Council or email: MackiePC@hotmail.co.uk

21 Collaborating with the Community

Mackie Academy 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

School Policies and Guidance documents are published on the school website. Please go to:

<http://mackie.aberdeenshire.sch.uk/relevant-school-and-council-policies/>

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/>

22 Attendance

PUNCTUALITY

There is an expectation that pupils will always arrive in school and in classes on time. Where a pupil arrives at school after 8.40 in the morning or after 1.30 in the afternoon they must report to reception and ensure they speak with the reception staff. Lesson by lesson attendance will also record if a student is late. Pupils' punctuality will be reviewed and analysed on a term by term basis. Parents and carers will be made of any key concerns and actions will be put in place as necessary.

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

PUPIL ABSENCE PROCEDURES

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults. Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

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

Attendance and Absence Procedures

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

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

Unplanned Absence

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

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

- If your child is unable to attend school through illness/other reason please telephone the school between 8:15am and 8.40 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. (Even though you have contacted the school by phone, a note is still required on the pupil's return to confirm the reason for and duration of the absence.)
- On your child's return to school a note should be provided to their Register Teacher explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated. S6 pupils are required to produce a note giving their reason for absence countersigned by a parent/carer.

Please note: Emails to the school are accepted as absence notes by prior agreement with the school as per the Annual Data Check form.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend events such as sporting competitions or music exams. The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances.

Parents/carers who wish their children to be excused attendance for any reason, other than illness, which is included in the list of reasons for authorised absence, should write to the Head Teacher to request permission, at least **three** school days in advance. Permission for absence from school for S1 – S5 must be requested by the parent/carer and by no other person. For S6 pupils, requests must be countersigned by a parent.

Permission for Absence notes should be handed into the office. Absence notes should, however, be handed to your child's Register Teacher in the first place.

On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your

child's education. For annual **holiday dates** for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to www.aberdeenshire.gov.uk schools information, term and holiday dates.

Under normal circumstances we do not send work home in the case of absence. For medical or dental appointments the school office should be informed beforehand in writing. Pupils should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place outwith the school day. For safety reasons, pupils will not be permitted to leave school to attend medical and dental appointments unless permission has been requested in writing and granted. For those over 16 parental permission can be given for them to attend appointments on their own.

CATEGORIES OF AUTHORISED ABSENCE

The category of Authorised absence includes absence due to:

- Sickness
- Medical and Dental Treatment
- Bereavement
- Short term exceptional domestic circumstances (e.g. serious or critical illness of a close relative)
- Religious Observance
- Meetings prior to and in court
- Attendance at, or in connection with, a Child in Care Review
- Attendance at, or in connection with, a Children's Hearing
- Weddings of immediate family
- Agreed debates, sports, musical or theatrical productions etc. not arranged by, or in conjunction with, the school

This is not an exhaustive list.

SICKNESS AND ACCIDENT IN SCHOOL

Where pupils have been ill during the night / early morning, parents should not send them to school that day unless they are fully recovered.

When a pupil becomes unwell in school every effort will be made to make the pupil as comfortable as possible in the hope that the problem is temporary and that the pupil will be able to return to class after a short time.

Phone calls

In cases of continuing indisposition, parents will be contacted to arrange for the pupil to be taken home. It is, therefore, essential that the school can contact parents or an emergency contact.

In the case of an injury occurring in school or when there is serious concern about a pupil, the school will, at its discretion, either seek help from the local doctors' group practice or summon an ambulance and will contact parents as soon as is practicable.

Grampian Healthcare Trust employs a nurse who is based at Mackie Academy. The nurse's work involves: protecting children from avoidable illness; encouraging children to take an interest in their own health; promoting healthy living at school and at home, and co-ordinating care, support and advice for children with special needs. The nurse's duties do not extend to dealing with pupils who are unwell or injured (although she may do so on occasion).

The school employs a part-time Nursing Assistant who supports pupils who become unwell or are injured in the course of the school day. The Nursing Assistant is in school every day from 10am – 3pm.

The school is unable to provide drugs or medicines of any description (including analgesics).

The school follows the Aberdeenshire Attendance Policy:

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

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

23 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/>

24 Mackie Academy School Dress Code

BLAZER	Black with integral academy badge on pocket. It is expected that all students will wear a blazer – styles for boys and girls vary.
TROUSERS	Black trousers - no leggings, jeans or jean-like material allowed. Style should be suitable for a working environment. Black, tailored knee length shorts can be worn.
SKIRT	BLACK skirt – style should be suitable for a working environment.

	Whilst there is no designated length for skirts we ask that pupils use the “hands down” rule. When arms are straight down by the side of the body no skirt should be shorter than the end of the fingertips.
SHIRT	<u>White</u> shirt buttoned to the neck. No polo shirts. Girls can wear fitted shirts. Shirts can be short or long sleeved but not sleeveless.
TIE	Official Academy ties for S1-S3 or S4-S6. It is expected that all students will wear a tie.
JUMPER	<u>Plain black</u> V-neck to show school tie. The style of jumpers offered by the preferred supplier varies for boys and girls. Cardigans are allowed as long as they do not fall lower than the blazer and are plain black. No hoodies are allowed in school. If pupils persist in wearing a hoodie it will be confiscated and returned to parent(s).
TIGHTS	<u>Plain black or neutral</u>
SHOES	<u>Black, low heeled</u> Boots or boot style shoes are allowed during weather that requires such footwear. Trainers, if worn, should be plain black.
JEWELLERY	Jewellery should conform to health and safety requirements within the working environment of the school. Any items that are long / dangling are likely to infringe on this and students will be asked to remove them. Clear retainers can be worn in facial piercings if necessary. No piercing or retainer can be worn in the tongue for health and safety reasons.
HAIRSTYLES AND MAKE-UP	Hairstyles should be suitable for a working environment and it must be accepted that in certain work environments e.g. Technology and Science long hair will need to be tied back. Make up should be discreet and in line with a working environment. Nail varnish can be worn but it must be accepted that in certain work environments it is not appropriate e.g. Home Economics.
PE KIT: T SHIRTS	Plain white / plain black loose or fitted t-shirts for girls. Plain white, black or red tops for boys All of the above will have a small discrete logo stating “Phys.Ed. Mackie Academy”
PE KIT: ALL OTHER ITEMS	Plain white or black shorts

	Plain black tracksuit trousers Plain black leggings Jumper or hoodie (for outdoor activities only)
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NOTES:

Trousers (boys only), skirts and jumpers can be purchased from the school supplier or parents / carers can choose to purchase them elsewhere within the guidance set out above.

Outer coats will not be worn around the school building. Students should ensure they have a locker or bag to put their coat in. Hats will not be worn in school.

In the summer term and start of the autumn term blazers can be removed once students are in the building when the weather is warm. Students will have their blazers with them in school so that they can be worn if necessary.

Students should label school items clearly for the purposes of lost property. Lost property can be looked for by going to Front Reception.

Any uniform infringement will be registered with the Pupil Support & Attainment (Pupil Support) Teacher of the student; a uniform card will be provided and the student will have 5 days to rectify the problem. If this does not happen parents / carers will be contacted by the Pupil Support & Attainment (Pupil Support) Teacher of the student. If any parents / carers have any concerns about uniform then their first point of contact should be the Pupil Support & Attainment (Pupil Support) Teacher of their child.

Suppliers: Shaded items can be obtained from the school supplier only and can be ordered online or through the school. The school's provider is Logoxpres (<http://www.logoxpres-schoolwear.co.uk/>).

Please go to the school website. Information relating to school uniform can be found as follows:

Information > Parent and Carer Information > Mackie Academy Uniform

In addition there is a link to Logoxpress on the Home Page of the website. This will take you straight to the online ordering.

A swap shop is available at the end of the summer term for pupils who have outgrown key items of uniform.

KIT POLICY

If any pupil forgets to bring their PE kit they will be offered the opportunity to borrow spare PE kit from the PE department in which case they will not be marked as having no PE kit. If the pupil does not borrow spare kit they will be marked as having 'no kit'.

HOUSE NAME	HOUSE COLOUR
COWIE	GREEN
DUNNOTTAR	RED
FETTERESSO	BLUE
SWANLEY	PURPLE
URY	YELLOW

Pupils who are injured or cannot take part for medical reasons are required to bring in a note explaining the situation and required to complete appropriate written work. If appropriate they may be encouraged to assist with modified practices, refereeing or coaching.

Pupils who cannot take part in swimming for medical reasons should arrive changed into their indoor PE kit and present their teacher with a note explaining the situation, they will then be allowed to join another PE class at the teacher's discretion.

25 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/>

26. 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.

27. 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.

28. 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/>

29. 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

30. School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

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

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

Northsound 1

FM 96.9

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4

Waves Radio

FM 101.2

Original 106 FM

Twitter

<http://twitter.com/aberdeenshire>

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 021080. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

31. 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.

32. 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 of 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.

33. 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 £2.60 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.

34. 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.

Immunisation against Diphtheria, Tetanus and Poliomyelitis is provided for all pupils during the third year. If a pupil is unable to keep the school appointment, parents are advised to request immunisation from their own doctor.

HPV Immunisation to protect against cervical cancer is offered to all girls in S2. This is a series of 3 injections over a six month period commencing in September each year. A catch-up programme is also in place for girls who miss any of their injections.

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

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

Please find our Medication Policy here:

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

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

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

addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

35. 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

36. Educational Visits

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

37. 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.

For further information go to:

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

38. Education Maintenance Allowance

An Educational Maintenance Allowance (EMA) is a weekly payment paid directly to young people from low income families to enable them to stay on in further education at school or college after they reach statutory school leaving age. This is funded by the Scottish Executive. Further information on EMA's and how to apply can be found here:

<http://aberdeenshire.gov.uk/schools/parents-carers/assistance/ema/>

39. 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/>

40. Support for parents/carers

For more information on Support and Advocacy contact: KEEP

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

For local advocacy contact: KEEP

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

Scottish Independent Advocacy Alliance can be reached at:

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

Independent Mediation Services KEEP

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

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

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

www.sclc.org.uk

41. Insurance

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

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

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

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

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

42. 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).

43. 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.

44. 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.

45. 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>

46. 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.

47. 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.

48. 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://mackie.aberdeenshire.sch.uk/school-improvement-plan/>

Members of Parental Groups:

<http://mackie.aberdeenshire.sch.uk/parent-teacher-association/>

Stats for attainment, etc:

ACEL data:

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

Senior Phase:

<https://education.gov.scot/parentzone/find-a-school/aberdeenshire/5251931>

School Events Calendar & holidays:

<http://mackie.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:

<http://mackie.aberdeenshire.sch.uk/wp-content/uploads/PUPIL-ASSESSMENT-CALENDAR-2017-18-2.pdf>

All other relevant information can be found on our school website or you can contact the school office on 01569762071 for further information.

Year/termly plan of learning:

Information in relation to Faculties learning can be found on the school website.

Please also find a link to the annual holiday calendar:

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



Map of catchment area

