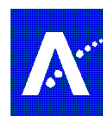


Mackie Academy



2016-17

Aberdeenshire
COUNCIL



**This document is available in alternative formats
(Please contact the school for further details)**

WELCOME TO MACKIE ACADEMY

Mackie Academy

Slug Road

Stonehaven

AB39 3DF

Telephone: **01569 762071**

Fax: **01569 767287**

Email: mackie.aca@aberdeenshire.gov.uk

Information Line: **0870 054 4999** Pin No: **021080**

Website: www.mackie.aberdeenshire.sch.uk



Dear Parents*/ Carers and Pupils

Welcome to the Mackie Academy "Guide for Parents and Pupils".

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. There are many examples of achievement in sport, music, enterprise and citizenship, as well as a consistent record of generous support for a range of charities.

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. We cannot achieve this without partnerships with parents and we place a high value on establishing and developing these with all parents from the time pupils come to the school.

All of the experiences which we provide for pupils at Mackie Academy both within and outwith the classroom help to create a responsible, confident and effective young person who is ready to cope with the wider world when leaving school whether it be going into employment or going on into further and higher education at college or university.

Please take the time to read this booklet. I hope you find it a useful guide to all aspects of Mackie Academy and that it gives you all the information you need to help you and your child make the most of your time with us. Please do not hesitate to contact the school if you have any questions and we will do our best to answer them.

Louise Moir

Head Teacher

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

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

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Section 1

General School Information

SCHOOL CONTACT DETAILS

Head Teacher Louise Moir
School name Mackie Academy
Address Slug Road, Stonehaven, AB39 3DF

Telephone Number: 01569 762071
Fax: 01569 767287
Website: www.mackie.aberdeenshire.sch.uk
Email Address: mackie.aca@aberdeenshire.sch.uk
Type of School Secondary School

Present Roll 1085 (@ 12.09.16)

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

Denominational Status – Mackie Academy is a non denominational school.

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

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

Information Line 0870 054 4999 Pin No: 021080
(Please do not use this line to leave messages for the school.)

Adverse weather and emergency closure -
www.aberdeenshire.gov.uk/closures

Please see page 22 for further information regarding adverse weather and emergency closures.

Local Area Education Office
Queens Road
Stonehaven
Queens Road
Stonehaven
Tel: 01569 766960

Quality Improvement Manager
Alison Reid
Stonehaven Education Office
Queens Road
Stonehaven
Tel: 01569 766960

Contact details for Director of Education, Learning and Leisure

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

SCHOOL BACKGROUND INFORMATION

The town of Stonehaven is settled in an attractive rural location 15 miles south of Aberdeen. The town has an estimated population of 12,000 people. Stonehaven is spectacular with its bay surrounded on either side by approximately 100ft high cliffs which carry the scenic coastal roads North and South.

The school is non-denominational and the catchment area is the town of Stonehaven and the surrounding rural area. The catchment area stretches from Netherley in the north to Johnshaven in the south and from Glenbervie in the west. The school's current roll is 1085 in total as at September 2016.

Mackie Academy provides education for children aged 12 – 18 i.e. from S1 to S6.

Mackie Academy is a school which has enjoyed a reputation for excellence for more than 100 years. It was opened in 1893, built as a result of a legacy from William Mackie, a licensed grocer in Stonehaven. It moved to the present site in 1969, when the building on the original site in Arduthie Road became too small to accommodate the Primary and Secondary departments.

Since the opening in 1969, the school has undergone a considerable amount of refurbishment and expansion to enhance the original building and boasts many facilities. The school is built around an attractive quadrangle, which is a popular social area for pupils with grass, trees and shrubs, lock blocking and benches. Three of the ground floor Art department rooms have windows which look out on to this quadrangle.

There are extensive sports fields behind the main building which complement the indoor sports facilities-- a swimming pool and a multipurpose Games Hall and 2 gymnasias.

Aberdeenshire Council has provided additional teaching accommodation in the form of 2 blocks of re-locatable units. Both of these have been built on to the main teaching block, with access from the ground floor corridor. The Pupil Support and Attainment Base and Careers interview room are located in one of these areas as well as History, Modern Studies, Geography and RME.

There is a purpose built Drama Studio complete with changing rooms and a well resourced Music Department with individual practice rooms. Both departments are located close to the Assembly Hall, which has a stage, theatre lighting and a recently installed improved sound system.

Biology, Chemistry and Physics each have dedicated laboratory accommodation and there is also an open plan science laboratory with 2 teaching areas set up for the resource based learning approach used in S1 and S2. These are all located in the Main Block as are Mathematics and Modern Languages.

Children with additional support needs are taught inclusively at Mackie Academy with additional work spaces for groups and/or individual pupils as required.

The Business Studies and Computing departments have been recently refurbished.

The Dining Hall and Cafeteria are open-plan providing a flexible resource and a facility to cope with the large number of pupils who choose to have lunch in this area.

The school is fortunate in being well resourced in all areas, and is always looking to update resources to enhance learning and teaching.

Two lifts are installed for ease of access to staff and pupils. One lift serves the main block while the other serves D block. They provide access to 95% of the accommodation for pupils with a physical impairment (whether permanent or temporary).

Mackie Academy is a school which meets disability legislation.

A list of the teaching and support staff can be found on pages 89 - 93 of this book. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs.

Our Active Schools Coordinator provides a range of additional active and sporting activities for the children.

Mackie Academy is part of the Stonehaven Children's Services Network and works closely with the Primary schools in the Network.

MANAGEMENT AND LEADERSHIP

The current structure in Scottish schools involves two levels of management.

The Senior Leadership and Management Team (SLT) in Mackie Academy consists of the Head Teacher, 4 Depute Head Teachers and the Support Services Co-ordinator.

The management of subject departments is by Faculty Heads.

The Pupil Support and Attainment team are responsible for managing the Pastoral support and attainment entitlement of the pupils in their House. They have the support of the Tutors allocated to their House. The Principal Teacher of Support for Learning is responsible for all aspects of learning support for pupils.

The work of non-teaching staff is managed by the Support Services Co-ordinator in conjunction with the respective team leaders.

Regular meetings are scheduled throughout the session to review progress with projects in the Improvement Plan and attainment in National Examinations.

Every member of staff in a promoted post at both departmental and whole school level is expected to demonstrate a high level of professional competence and commitment in line with GTCS standards. This requires the ability to initiate, direct, communicate and evaluate, to manage staff supportively, delegate effectively, create confidence and inspire others, to develop teamwork and good relationships and to take difficult decisions when necessary.

STAFFING

The staffing complement for Mackie Academy is determined by Aberdeenshire Council based on the numbers of pupils on the school roll. A full list of the staff of Mackie Academy is contained in the Appendix.

There is a balance of experience among staff and all members of staff are well qualified. They have a range of qualifications, skills and training relevant to their responsibilities and the needs of Mackie Academy and the pupils.

Teaching staff are complemented in their work by various categories of non-teaching support staff who are responsible for administrative, technical and janitorial duties. There are also Pupil Support Assistants who support particular pupils with identified needs.

Every effort is made to obtain appropriately qualified supply staff when required. National and local shortages cause significant difficulties in achieving this in schools across Aberdeenshire.

In allocating staff to classes, account is taken of the qualities, experience and expertise of teachers. The deployment of support for learning staff is carefully planned.

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

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

HMIE INSPECTION

In 2010 Mackie Academy was inspected by HM Inspectorate of Education who are now known as Education Scotland as part of a national sample of secondary education. The inspection covered key aspects of the work of the school at all stages.

The inspectors reported that Mackie Academy was a successful school which was ensuring that pupils were reaching high standards of attainment.

ADMISSION/ENROLMENT

Pupils enrolling from Associated Primary Schools

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.

A list of the associated Primary Schools is to be found in Appendix B.

In Zone Pupils enrolling during the session:

Parents who enquire by telephone, by letter, or in person, about enrolling their children at Mackie Academy receive a copy of “A Guide for Parents and Pupils” and any other relevant materials. An appointment for interview is made with the Depute Head Teacher with responsibility for enrolment of new pupils following which the enrolment procedures are carried out. Pupils cannot be admitted to classes until this interview has taken place.

There is an interval of a minimum of two school days between the enrolment and interview and the admission of pupils to classes. This enables arrangements to be made by the Pupil Support & Attainment (Pupil Support) teacher to whom the new pupil is allocated.

Out of Zone Requests for places

Parents who live outwith the catchment area of the school must complete a placing request form. This is available from the Learning Estates Team at Aberdeenshire Council, Gordon House, Blackhall Road, Inverurie, AB51 3WA, and the completed application form should be returned to them in the first instance.

Placing requests are considered by the Learning Estates Team in accordance with Aberdeenshire Council’s Policy and Procedures for Out of Zone Placing requests.

School Zone

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

Further information is available in *Notes for Parents Aberdeenshire Council* www.aberdeenshire.gov.uk/parentscarers/information/NotesforParents2012.pdf

VISITS OF PROSPECTIVE PARENTS

Prospective parents can contact the School Office and request an appointment to come and visit the school and meet with the Depute Head Teacher with responsibility for enrolments, Mr Craig Sim. During this visit it will be possible to have a tour of the school and you will have an opportunity to ask any questions and discuss any particular needs for your child(ren).

ORGANISATION OF THE SCHOOL DAY

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.

SCHOOL UNIFORM

Pupils of Mackie Academy are expected to wear school uniform. We believe that there are benefits for pupils as individuals in the wearing of school uniform. By underlining the fact that there is a difference between clothes worn for leisure and clothes worn for work, pupils become aware that a high standard of personal presentation helps them gain self-discipline and self-respect. The divisiveness which can result from the competitiveness to wear the best and most expensive designer labels is avoided.

School dress encourages pupils to show their commitment to Mackie Academy. The sense of identity created by school dress helps all individuals to feel part of the school which is important especially for pupils drawn from a widely scattered catchment area. For this reason pupils going on school outings wear school dress, unless it is agreed that other dress would be more appropriate due to the nature of the activity. The support of parents is vital in ensuring that the highest standards of school dress are maintained.

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	White 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	Plain black 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	Plain black or neutral
SHOES	Black, low heeled 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)

NOTES:

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/>).

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.

PE 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'.

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.

HOW TO ORDER YOUR UNIFORM:

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

Information > Parent and Student Information > Mackie Academy Uniform 2015-16

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

HOUSE COLOURS

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

Pupil Belongings & Valuables

Lockers

New locker facilities have recently been completed within the school. Whilst it does not allow everyone to have their own locker this is reviewed on an annual basis to reflect the demand for lockers from the students. The charge for a locker is £20. This is to cover the cost of a replacement key. Monies will be returned when a student leaves school.

If a key is lost, the pupil should go to Reception. A replacement key will be provided from the deposit paid. It is hoped that the cost of replacement keys will reduce once the patent for the key is made available in the next 12-18 months.

Keys must be surrendered for the return of the deposit when the locker is given up.

Valuables

For security and safety the wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Pupils are asked, for reasons of Health & Safety, to remove body jewellery in school but if these cannot be removed they must be covered with sticking plaster. It is the pupil's responsibility to bring the sticking plaster.

Pupils who bring mobile phones or other expensive items into school are responsible for its safekeeping.

Property should never be left unattended.

Any items of clothing, kit or special equipment should be clearly marked with the name of the owner.

School Equipment

The school aims to provide the learning materials required to maximise a student's achievement and attainment in school. It is expected that students bring with them the learning materials that will prepare them for an effective learning environment.

ARRIVAL AT SCHOOL

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.

SCHOOL OFFICE

The school office is manned from 8.15am – 4.30pm Monday to Friday.

The school has an answering machine for leaving messages. All messages are collected by 8.40am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

Any visits to the school in person should be made through the main entrance (see map/plan at back of book). In line with Aberdeenshire Council's Health and Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.



SCHOOL MEALS

CASHLESS CATERING IN SECONDARY SCHOOLS

What is Cashless Catering?

This is a system which allows for pupils and staff to pay for meals without handling cash at the Point of Sale (service counter).

How are customers recognised by the system?

Pupils and staff use their National Entitlement Card to be identified at Revaluation Units and Point of Service (service counters).

How is this system used to obtain a School Meal?

Pupils or staff present their National Entitlement Card or enter their PIN number at the Point of Sale (service counter). A display on the till shows the server the pupil or staff member's name, photograph and current cash balance held within the system.

Selected items are entered into the system and the amount spent is deducted from the card. The new cash balance will show up on the display for both the server and the customer.

How is credit put onto a card?

1) Using Cash at Revaluation Units

Cash is deposited at Revaluation Units at designated locations with the School. Revaluation Units accept £20, £10 & £5 notes **or** £2, £1, 50p, 20p or 10p coins only. 1p, 2p or 5p coins **cannot** be used.

2) Payment by Cheque

Cheque payment is made out to 'Aberdeenshire Council' via the Catering office. The full name and class group of the pupil should be written clearly on the back of the cheque. This will enable the Catering office to accurately identify the pupil account into which to place any payment by cheque.

3) On-Line Payment

This type of facility is available via the Aberdeenshire Council website:

<http://www.aberdeenshire.gov.uk/schools/meals/cashless-catering-in-secondary-schools/>

What happens if a pupil forgets to bring their card?

Pupils are provided with their own unique PIN number which provides an alternative means of identification which can be used in these instances. A photograph is displayed on the Point of Sale (service counter) till screen to identify the pupil so catering staff can confirm that the correct PIN number has been entered.

What if a pupil does not have a sufficient card balance to pay for a purchase?

No pupil is refused a school meal because they have not brought money to school with them. The school will allow for money to be credited a pupil's account. However, the pupil would be expected to repay the loan the next day by re-crediting the system with cash or by cheque payment via the Catering office.

Information for pupils entitled to Free School Meals

The system provides the same service for all pupils whether they pay or qualify for Free School Meal entitlement. For pupils who qualify the amount allocated for a Free School Meal will be entered into the system daily and will only be accessible at the lunch break. Any unspent Free Meal Credit is removed after the end of the lunch break.

BENEFITS OF THE CASHLESS CATERING SYSTEM

- Provides a convenient way to pay for School Meals.
- Queuing time is reduced as the speed of service is improved.
- Ensures that money given to pupils by parents is spent in school.
- Automatic Free Meal allocation is provided and pupil anonymity is preserved.
- Provides detailed information about choices made by pupils.
- Allows parents to place dietary restrictions for medical reasons onto cards.

There is a cafeteria system where pupils pay for food selected. A standard two course meal can be purchased for about £2.50. A sample menu is contained in Appendix E

'MEALS TO GO'

MEALS2GO is a feature of the canteen food service which allows pupils to pre-order and pre-pay food. This allows pupils to collect food in a bag at lunchtime and avoid the long queues!

Pupils may order a "packed lunch" consisting of a sandwich (various fillings) and a selection from Tray Bake, Muffin, Yoghurt or Fresh Fruit and a choice from a selection of drinks.

A sample list of items is contained in Appendix E

At lunchtime the order is collected in a bag with the pupil's name on it from a table near the West door. The meal can either be eaten in the canteen or taken away.

PACKED LUNCHES

Pupils who bring a packed lunch to school may eat this in the Dining Hall or the social area. Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary

All hot food purchased in Dining Hall must be consumed in the Dining Hall, in line with health and safety requirements.

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

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

For current school meal charges please see the coloured section at the back of this book or check on the webpage noted above.

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

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

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

Students can go out of school for lunch. Mackie Academy asks that students respect the local environment and community when out and about for their lunch. If students bring food back into school with them they can eat this in the main social area.

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

Please note that Aberdeenshire Council is reviewing its attendance and absence policy and procedures currently to ensure that they are as effective as possible for all parties involved.

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.

COMMUNICABLE/INFECTIOUS DISEASES

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

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

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

Aberdeenshire council has changed the way parents receive online alerts about school closures and changes to school transport. You can now sign up for these notifications through *myaccount* on the Aberdeenshire Council website – if you currently pay for school meals online, you will already be registered.

myaccount is a simple, secure way of accessing a range of Scottish public services using just one username and password and 13,000 parents across Aberdeenshire are already enjoying the benefits of it.

As well as being able to sign up for alerts, your home page will automatically give you handy information such as your bin collection days, where your nearest recycling centre is and the names of your local councillors.

So, if you want to be kept up-to-date and take advantage of the other *myaccount* benefits, sign up to the new system by going to the Aberdeenshire Council website and clicking on the red **register** button in the top right-hand corner.

Please see the school website for the Adverse Weather Policy
<http://mackie.aberdeenshire.sch.uk/relevant-school-and-council-policies/>

Parental Role

We would like you to:

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

Also:

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

- If your child travels by school transport you are responsible for their safety *to and from the pick up/drop off point* whether they use school transport or a public service vehicle.

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

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

When will schools be closed?

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

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

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

Individual schools will let parents know of any local arrangements.

What education might my child be missing?

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

Arrangements can be made for lost time to be made up and examinations can be rearranged.

Information regarding the continuation of learning may also be posted on GLOW (for students) or the school website (for parents / carers).

Further Information

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

Northsound 1

FM 96.9 Tel: 01224 337000

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7 MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4 Tel: 01467 632878

Waves Radio

FM 101.2 Tel: 01779 491012

Original 106 FM

Tel: 01224 293800

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

www.aberdeenshire.gov.uk/closures

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

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

School Information Line

Tel: 0870 054 4999 then 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.

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

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

Education Offices (9am – 5pm)

Banff – 01261 813340

Fraserburgh – 01346 515303

Peterhead – 01779 473269

Inverurie – 01467 620981

Stonehaven – 01569 766960

CONTACT DETAILS

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

PARKING/DROP OFF

The following rules in respect of parents who transport their child to and from school are necessary for the protection of the school pupils.

- **The car park is reserved for the use of staff and visitors to the school who are on official business.** There is a one way system in operation for safety reasons. Cars must be parked within the marked bays in the front car park. There are two spaces for disabled drivers. Visitors are requested not to park in the spaces marked reserved. There is an overflow car park which is reached via the West entrance to the school.
- **The bus bay is for the use of buses only.** Cars entering or leaving the car park have priority and the exit from the bus bay has a “stop” sign which must be observed.
- **U-turns within the entrance of the school car park are extremely dangerous and are not permitted.**
- **In the interest of safety, car drivers must not park near entrances or within school grounds.**
- **Parents who bring their children to school by car or collect children from school by car are requested not to park near the school entrance and the car parks and must not use the car parks for this purpose.**
- **There is a 20mph zone in the vicinity of the school which operates at certain times of day.**

Children who walk to school should use the pupil entrance gate at the bus bay.

Cycles

Pupils who cycle to school must use the cycle racks. It is recommended that the cycle be secured by a substantial lock since the school cannot accept responsibility for security of cycles. In the winter months pupils must ensure that bicycle lights are fitted and used. Parents should ensure that cycles are covered under domestic or other insurance policies.

TRANSPORT

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

Privilege transport

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

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

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

Buses and Taxis

Pupils who live in the catchment area for Mackie Academy but more than three miles from the school qualify for school transport. Normally this is by bus. Buses arrive and depart from the bus bay at the school. Some pupils from outlying areas are transported to pick up points by minibus or taxi. Pupils are issued with passes which must be carried at all times and shown on request to the driver or representative of the bus company. Please note that passes are not issued annually and so pupils must take responsibility for looking after their card. Should a replacement pass be required then there is a small cost payable to transport and the application form can be collected from the school office.

Transport pupils who remain in school after 3.15pm to take part in wider-curricular activities must obtain a late pass from the office, which enables them to use their bus pass to travel on service buses for their homeward journey.

It is essential that pupils behave responsibly while travelling on buses to and from school. Discipline is the responsibility of the bus operators, and pupils must obey the instructions of the bus driver at all times. The school fully supports the bus operators and any pupil reported as causing difficulties on the buses may have their name removed from the list of bus travellers. In this situation it remains the responsibility of parents to ensure that their child continues to attend school. The pupil's name may be restored to the list of bus travellers if both the pupil and their parents provide a guarantee of future responsible behaviour.

School Transport – Useful Telephone numbers

Stagecoach Bluebird Stonehaven	01569 763333
A& I Taxis	01569 765000/764333
Stagecoach Bluebird Aberdeen	01224 591381
Bervie Taxis	01561 361110
MW Nicoll (Laurencekirk)	01561 377262
Strathtay	01674 672805

Aberdeenshire Council Public Transport Unit 01224 665196

Section 2

Curriculum and Assessment

School Ethos

Aims of Mackie Academy

Mackie Academy is a learning community whose duty is to provide the highest quality education for each learner.

1. To provide a high quality curriculum which is well-planned and offers breadth, balance and choice appropriate to the needs of each learner.
2. To provide the opportunity for learners to gain the highest possible achievement in coursework and qualifications in accordance with their abilities.
3. To provide high quality learning and teaching which meets each learner's needs, builds on prior learning, is effectively assessed and clearly reported.
4. To provide high quality pastoral care and support for learning for all learners according to their needs.
5. To support high quality learning through the provision of qualified staff, good accommodation and resources with a particular commitment to staff development.
6. 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.
7. To provide opportunities for learners to develop self-esteem, responsibility, personal effectiveness and consideration for others through a wide range of curricular and extra-curricular activities.
8. 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.
9. To value and promote partnership, teamwork and leadership among staff, learners, parents, the wider community and other agencies.
10. To provide a safe and secure environment in which the health & safety of all members of the school community is ensure at all times.
11. To ensure that these aims are achieved through ongoing evaluation and development involving the whole school community.

The **sixth aim** of Mackie Academy is to provide a welcoming and positive ethos for pupils, staff, parents and other visitors to the school.

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 councils and there is a wide range of extra curricular activities on offer.

Parents and staff are involved in the Parent Council and in the PTA, both of which provide an opportunity for parents to be involved in discussions about and to support developments and activities.

News about school events and the achievements of pupils and staff are acknowledged in various ways. A fortnightly column of school news entitled Mackie Matters is written for publication in the local paper, the Mearns Leader; academic achievement and effort is rewarded at the annual school Prize giving; information is included in the newssheet which is read to pupils each morning and achievements are announced at the appropriate year group assemblies and at House Achievement Assemblies.

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 newssheet, 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 6 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 be 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 of 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.

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/about/departments/documents/GuidelinesForExclusion.pdf>

EXCLUSION FROM SCHOOL

This can only be imposed by the Head Teacher or in the absence of the Head Teacher, by one of the Depute Head Teachers.

Following the Education (Scotland) Act, 1981, pupils may be excluded from school where "the Education Authority consider that in all the circumstances to allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there".

Decisions to exclude pupils are not taken lightly. They often follow protracted attempts to deal with persistent misbehaviour within the school and in consultation with parents or carer and support agencies.

An immediate exclusion will be considered in extreme cases, such as violent behaviour, outright defiance or verbal abuse of teachers and actions which put the safety of pupils or staff at risk.

In Aberdeenshire, there are 3 types of exclusion:

Short-Term Exclusion

At the discretion of the Head Teacher - automatic re-admission within 6 days on a specified date.

Conditional Exclusion

At the discretion of the Head Teacher - re-admission conditional upon parent/carer and pupil signing a set of agreed conditions.

Request for Removal from the Roll

At the discretion of the Head of Service - following a recommendation by the Head Teacher, the pupil does not return to the school.

CURRICULUM

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)

SCHOOL POLICIES

Mackie Academy Curriculum Rationale Policy is available on the Mackie academy website www.mackie.aberdeenshire.sch.uk/curriculum

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

Early	<ul style="list-style-type: none"> • The pre-school years and P1, or later for some.
First	<ul style="list-style-type: none"> • To the end of P4, but earlier or later for some.
Second	<ul style="list-style-type: none"> • To the end of P7, but earlier or later for some.
Third and Fourth	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 letters/booklets on the following topics:

- Guide to S3 Courses (CfE – Broad General Education) personalisation and choice
- Guide to S4 Courses (CfE - Senior Phase courses leading to certification)
- Guide to S5/S6 Courses - Higher/Advanced Higher (courses leading to certification)

These guides are available on the school website.

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 6 subjects for study in greater depth including English and Mathematics, leading to certification in the new national qualifications at Access 1-3, National 4 and National 5 levels in S4.

National 1-3 and National 4 will be assessed internally, will be subject to external moderation and will be 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 S3 and S4, 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 5 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 4 courses but provision will be looked at on an individual basis that best meets the needs of the student.

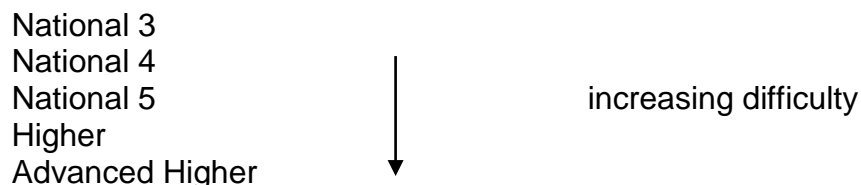
When choosing subjects for study in S5 and S6 pupils are expected to progress to a higher level of study in subjects which they wish to continue and which they have previously studied. Some pupils, mainly S6, may opt to follow “crash courses” in subjects which they have not previously studied.

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.

The levels are:



These courses are made up of a number of units and, at the end of each of which, there is a formal assessment. In nearly all courses there is also a final course examination. To achieve full certification and a graded award on the SQA certificate pupils must pass all unit assessments and the final course examination.

Where applicable, SQA certificates will show information about partially completed courses. In these cases, there is no graded overall course award.

In National Courses, certification is achieved through successful completion of all associated Unit Assessments, usually 3, throughout the course, together with a pass in the external course examination. If a pupil fails to pass a Unit Assessment they can be re-assessed once. Aberdeenshire Council guidelines do not permit a second re-assessment except under exceptional circumstances e.g. family bereavement at the time of the re-assessment.

All pupils should work hard to ensure that they pass the Unit Assessment and even harder if a re-assessment is required.

Pupils who fail a re-assessment and wish to request a second assessment in light of exceptional circumstances should complete a form which is available from the school office.

Failure to meet set deadlines for the ongoing and final assessment of such work may lead to no award being made in the subject concerned.

INVESTIGATIONS, PROJECTS AND SPECIAL STUDIES

In many Certificate courses an investigation, project, or special study is required. Pupils are expected to work on this independently with advice from teaching staff when required. This work is assessed internally and then sent to the Scottish Qualifications Authority for moderation. Pupils are informed of the deadlines for the submission of rough drafts and final versions and a letter containing details of these deadlines is issued to parents early in the session. This is an integral part of these Certificate courses.

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/>

Purpose and Aims of Homework

The main purpose of homework is to encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own. A balanced and planned approach to homework contributes to a pupil's overall chances of personal success at school. Homework includes giving pupils the opportunity to:

- plan and organise their time
- develop good study habits, self-discipline and independent learning
- develop research skills by accessing resources not available in school
- consolidate, practice, finish, supplement or extend work done in class
- Prepare for school assessments and examinations
- Develop confidence to deal with frustrations, overcome difficulties and solve problems

Homework is an integral part of Mackie Academy's positive ethos. Homework strengthens academic skills, reinforces concepts taught by teachers, and develops responsibility and accountability. Furthermore, homework promotes parental awareness and involvement and makes a significant difference to how well individual pupils succeed at school.

What forms might homework take?

Homework can take various forms and the type of homework will vary from subject to subject. Some of the tasks given may include:

Investigations	Interviewing	Simple experiments	Essay writing	Learning work
Research	Public Library visits	Drafting & redrafting	Report writing	Vocabulary practice
Reading	Designing	Revision	Making a simple model	Spelling
Drawing	Word Processing	Desktop Publishing	Projects	Learning formulae
Coursework	Watching recommended T.V. programmes	Accessing the Internet and GLOW	Completing tasks started in class or missed tasks	Practicing skills
Fieldwork		Keep fit or sporting tasks		

These are only some of the kinds of homework that may be given. Different subjects will provide opportunities to practise different skills and learn in different ways.

Homework is set at an appropriate level and extends each individual by being challenging and yet manageable. Different tasks may be set or the same task at different levels to individual students. Teachers should provide appropriate individual support and take into account how much time individual pupils will need to complete a task.

Quantity

The amount of time pupils should spend on homework tasks varies between year groups and courses. It may also depend on the nature of the subject or the type of course work being done at the time.

- In general homework is given on a planned and regular basis related to the number of subject lessons per week.
- The time spent on homework is likely to increase as the pupil gets further through school.
- In addition to the formal homework tasks that are set pupils always have the regular routine task of revising and reading over work done in class. This can also include extending and tidying up written work done in class.

Senior pupils (S4-6) should be applying themselves regularly and consistently to private study at home. This should form a considerable part of each evening and parts of the weekend. It is anticipated that examination preparation will require significant additional time. Ideally, homework, other than revision work, will not be issued for 2 weeks prior to examinations to allow students to prepare adequately.

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.

Staff use the Show My Homework website to share information with pupils and parents regarding homework content, expectations and deadlines. Individual login details are provided for pupils and parents to access this.

ATTAINMENT

The **second aim** of Mackie Academy is to provide the opportunity for learners to gain the highest possible attainment in qualifications to allow positive destinations to be achieved by all.

To achieve this aim, we are committed to develop effective learning and teaching, at all levels in all subjects and to enable and encourage all pupils to develop skills of self-motivation and self-discipline.

Each year in school, an analysis of the SQA results is undertaken against local and national measures and this is discussed with each faculty as part of our whole school improvement plan.

Evaluation of these results is intended to help us identify how well we are succeeding in achieving these aims and what we can do to improve in order to achieve our single general school aim – to provide the best possible education to all our pupils.

Much hard work and sustained effort by pupils and staff lie behind these results. We are not complacent about our attainment and achievement and always aim to improve from one year to the next.

CAREERS EDUCATION

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 of 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.

EDUCATION MAINTENANCE ALLOWANCE (EMA)

Pupils who are 16 and 17 attending school or a further Education College are entitled to apply for an Education Maintenance Allowance. This is a means tested weekly allowance paid fortnightly in arrears during term time. The household income of the pupil determines their eligibility for an EMA. Where taxable income is £0 - £24,421 and there is one dependant in the household the award is £30 and where taxable income is £0 - £26,884 and there are two or more dependants in the household the award is £30. Pupils who are in receipt of an EMA sign a contract which details requirements with regard to their curriculum, their progress and their attendance. Payments may be withheld where there are concerns about any of these areas.

WORK PERMITS

The Children (Protection at Work) (Scotland) Regulations 2006 has amended the legislation which governs the number of hours per week, and circumstances, under which young people at school are able to work in paid employment during school term time. Previously the Children and Young Persons (Scotland) Act 1937 allowed young children under the age of 15 to work a maximum of 17 hours per week.

The new regulations specify that a new limit of 12 hours per week applies as follows:

- 2 hours allowed per school day
- 2 hours allowed on a Sunday
- 8 hours (over 15 years of age) and 5 hours (under 15) on a Saturday

The new regulations specify that children wishing to work for an employer within school term time should apply to their school for a work permit. Information concerning children's work permits and the bye-laws relating to them are available on the Council's web site and from Pupil Support & Attainment (Pupil Support) staff. Parents should consider the possible disadvantages to a pupil's studies of after-school employment.

LEARNING AND TEACHING



In Mackie Academy our aim is to provide high quality Learning and Teaching which meets every learner's needs, builds on prior learning, is effectively assessed and clearly reported. Expectations of Learning and Teaching at Mackie Academy are described through our 'Learning Wheel' (displayed above). This defines our core expectations of all learning and demonstrates what we expect in terms of excellent practice. Our Learning Wheel was developed through consultation with students, parents and staff.

Our teaching methods recognise and reflect that each learner is an individual with their own aspirations and aptitudes. Using a variety of teaching methods we cater for a range of learning styles and aim to develop each young person to their full potential.

Teaching methods include pair, group and co-operative work, whole class teaching and discussion, use of information and communication technology and audio-visual resources.

Differentiated materials are used to cater for different levels of ability. These are designed to meet for the needs of learners who require more support coping with

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

We believe in active learning for all learners at all stages with young people fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging. Making use of our local environment, including businesses, third sector and volunteers allows us to make learning more relevant and promotes enthusiasm for life-long learning. Developing our outdoor spaces to provide increased opportunities for Outdoor Learning is allowing new courses to be introduced as part of our curriculum and to provide context for existing courses.

By the time our young people leave are ready to leave school we ensure that they have acquired many of the skills and attributes of an independent and successful learner needs for life-long learning. Along with their portfolio of academic qualifications we aim for every young person to be ready for their next step in their journey into a positive, sustained, destination.

Arrangements for pupil choice and their involvement in what and how they learn

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

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

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

Further information about Aberdeenshire's curriculum policy can be found at <https://www.aberdeenshire.gov.uk/media/14033/3-18-curriculum-policy.pdf>

ASSESSMENT & REPORTING

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

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

Formative Assessment includes:

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

National Advice

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

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

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

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

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic

assessment and the use of national assessment resources. The Curriculum for Excellence levels are worked by pupils throughout their school career. During this time the children are signposted as making progress through the levels with the terms **‘developing, consolidating and secure.’** So for example, your child may come home with a report one year saying they are at **‘developing’ stage level 3** e.g. in English and the following year may be **‘consolidating’** at the same level in English. This helps us communicate the progress that your child has achieved through the year.

All Aberdeenshire schools will use PIPS standardised assessments (Performance Indicators in Primary Schools) in P1 and InCAS standardised assessments (Interactive Computerised Assessment System) in P3, P5 and P7. These assessments provide quantitative data to support other sources of assessment evidence to provide the fullest picture of progress in learning for individual children and within schools. In S1 pupils will sit the MidYis test and SOSCA in S2/3.

In the Stonehaven Children’s Services Network, moderation also takes place. This involves teachers from different schools comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Parents receive information about their children’s progress and achievements throughout the year in a number of ways both formal and informal.

PARENTS’ MEETINGS

Contractual time allows for five Parents’ meetings each session as well as time for ad hoc contact between parents and teachers by arrangement with the school.

Parents’ meetings are arranged on an appointments basis and are intended to provide parents with the opportunity to discuss progress with Subject and Pupil Support & Attainment (Pupil Support) Staff.

Parents’ meetings follow the issue of full reports or tracking and monitoring reports.

There is an annual information evening about Curriculum for Excellence development and course information at transition points prior to course choice. This takes place in February each year.

During parent interviews, information will be shared about children’s strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children’s learning at home. A full, formal progress report is produced for each pupil at an appropriate stage in each session, giving information about attainment, attitude, effort and attendance. A report from Pupil Support & Attainment (Pupil Support) Staff is included in the annual full formal report for every pupil. Parents and pupils are invited to add their comments to these reports.

For the calendar of reporting and parents meetings, please see the section at the end of this book.

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

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

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

EXTRA CURRICULAR ACTIVITIES

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

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 extra curricular activities will be communicated throughout the year via school bulletins. A range of Cultural, sporting and arts opportunities are offered as these become available.

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.

For further information

http://www.aberdeenshire.gov.uk/parentscarers/information/music_service/YouthMusicInitiative.asp

Educational Visits

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

Foreign trips

In recent years many pupils in Mackie Academy have benefited from foreign trips organised by school staff. These trips have included Field Trips to Iceland and Morocco, Skiing trips abroad; trips to the United States and South Africa.

PUPILS' INVOLVEMENT IN THE LIFE OF THE SCHOOL

Taking Responsibility

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

- Monitors – S3 and S4 pupils carry out senior prefect duties at identified times during the session
- Peer Support – S6 pupils are paired with S1 pupils and help them to settle into school life
- Young Leaders – developing leadership skills in pupils
- ECO group – help the school become more environmentally friendly
- Health and Wellbeing group – helping the school become healthier
- Pupil Council –pupil representatives are involved in discussion and actions about issues in the school.

SENSITIVE ASPECTS OF THE CURRICULUM

Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

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

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

Religious and Moral Education

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly 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 so that acceptable alternative arrangements can be made.

PERSONAL AND SOCIAL EDUCATION

Personal and Social Education is part of the core curriculum for all pupils. The aim of the programme is to introduce pupils to issues which they face as children and young persons and will face as adults when they leave school. Information is given, and the pupils are encouraged to learn how to make informed decisions. The current programme is a skills-based course and is designed to develop self-awareness, self-esteem, self-confidence, and inter-personal skills. From S1 to S6 Personal and Social Education is taught by Pupil Support & Attainment (Pupil Support) Staff working with the pupils in their own House Group. In S6 there is a programme of talks delivered by outside speakers on topics of interest and relevance to senior pupils in relation to preparation for life beyond school.

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

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

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

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

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

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

Early Year to Primary 4

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

Primary 5 to Primary 7

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

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

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

ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION

Parents/carers/guardians

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

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

Actively support the work of the school.

School

Building supportive and positive communication with parents.

Encouraging parents to view the teaching and resource materials.
Dealing with parental concerns.
Providing staff with appropriate training and support.
Actively seek parents' support through activities such as homework tasks, questionnaires, training, workshop and information sessions.

Using Appropriate Language

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

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

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

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

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

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

DRUGS EDUCATION/SUBSTANCE MISUSE

The Aims of Substance Misuse Education

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

An effective Substance Misuse Education programme should aim to:

- ☐ Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- ☐ Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.

☐ Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.

☐ Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

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

Section 3

Parental Involvement

Pupil Welfare

PARENTAL INVOLVEMENT

PARENT COUNCILS

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning. The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

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

Parents can support learning at home through:

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

- 2. Home/School Partnership:**

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

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

- 3. Parental Representation:**

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan
- They comment upon and adds to the annual Standards and Quality Report

- Provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting the Parent Council Chair, Jacqui Hutchison , or the Head Teacher or by clicking on the link below:

<http://www.aberdeenshire.gov.uk/consultations/files/3C6AEC305BBB4D88802576CE00549127/Parental%20Involvement%20Strategy.pdf>

<http://www.aberdeenshire.gov.uk/consultations/files/3C6AEC305BBB4D88802576CE00549127/Report%20-%20Aberdeenshire%20Parental%20Involvement%20Strategy.pdf>

<http://www.aberdeenshire.gov.uk/consultations/files/3C6AEC305BBB4D88802576CE00549127/Results%20-%20Aberdeenshire%20Parental%20Involvement%20Strategy.pdf>

The objectives of Mackie Academy Parent Council are:

1. To work in partnership with the Academy to create a welcoming school that is inclusive for all parents
2. To promote partnership between the Academy, its pupils and all its parents
3. To develop and engage in activities which support the education and welfare of the pupils
4. To identify and represent the views of parents on the education provided by the Academy and other matters affecting the education and welfare of the pupils

The Head Teacher attends to advise the parent council and student members attend on a rotation from the school's house captain teams.

The e-mail address of the Parent Council is MackiePC@hotmail.co.uk should you wish to raise a matter of general interest or concern. Matters relating to individual pupils should be raised directly with the school through the normal channels (Pupil Support & Attainment (Pupil Support) teacher in the first instance).

Dates, Agendas and Minutes of the Parent Council meetings are available to view on the Mackie Academy website.

The Chair of the Parent Council for 2016-17 is Miss Jacqui Hutchison and the Vice Chair is Dr. Rachel Shanks.

PARENT TEACHER ASSOCIATION

The Parent Teacher Association exists to encourage a closer liaison with parents and staff at Mackie Academy by social activities and involvement in certain school functions, and also assist in providing desirable facilities and amenities by fund-raising efforts. Membership is open to all parents and carers of children at Mackie Academy and to current members of staff.

The Secretary keeps parents and staff informed of the activities of the PTA.

If you wish information about PTA activities and events, please contact the school or look at the information on the school website.

The Chair of the PTA for 2016-17 is Mrs Jacqui Chen.

COMMUNICATION

We are keen to maintain excellent and open communication links with parents.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you.

Should you ever wish to discuss any aspect of your child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

In the first instance, you should normally contact your child's Pupil Support & Attainment (Pupil Support) teacher, by telephone or in writing. If you have more serious concerns, please contact the Head Teacher who will deal with the matter herself or she may involve another member of the Senior Leadership Team (SLT) or your child's Pupil Support & Attainment (Pupil Support) Teacher. This applies both to telephone calls and to letters. In either case, your concern will be dealt with as quickly as possible.

If you are in any way dissatisfied with the manner in which the school has dealt with your enquiry, please contact the Head Teacher directly. In her absence one of the Depute Head Teachers will be happy to assist you and will inform the Head Teacher of your call.

In all our contacts with parents, our aim in Mackie Academy is to provide whatever support we can to enable your children to benefit as fully as possible from the education provided.

There are four main ways of contacting the school:

1. TELEPHONING

Tel. 01569 762071 (direct). The school office is open from 8.15 am until 4.30pm. A member of the office staff will normally answer your call. There are a limited number of lines into the school – you may have to wait for your call to be answered, particularly at busy times. If you telephone at other times, you will be asked to leave a message on the answering machine.

2. CALLING IN PERSON

Please telephone the school in advance to arrange an appointment with the Head Teacher or with other members of the Senior Management Team or the Pupil Support & Attainment (Pupil Support) Staff.

In an emergency, or a very urgent matter, a telephone call before you come to the school will give you a better chance of seeing the member of staff to whom you wish to talk.

3. WRITTEN CORRESPONDENCE

Any written correspondence which is not sent by post should be handed in to reception.

4. CONTACT FORM ON THE WEBSITE

This will be redirected through the School Office for a swift response to your query.

Other means of communication include parent workshops, curricular evenings, concerts, performances, the local press and the school website.

The school website address is www.mackie.aberdeenshire.sch.uk.

HEALTH CARE

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

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

How can Parents Help?

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

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).

HEALTH CHECKS

Routine compulsory medical, dental, hearing and eye examinations are carried out during the session by the School Health Team.

Periodic inoculations are available for BCG and Tetanus, Diphtheria and Polio. Parents will be asked for written consent before these are given.

Routine health care reviews are carried out by the school nurse.

SPECIAL MEDICAL HISTORIES

As the nurse is not employed by Aberdeenshire Council and is not, therefore, accountable to the Head Teacher, parents should not assume that the school is aware of information conveyed to or by the nurse.

Parents should let the school know of any medical problems affecting their children and of any medication they have to take while at school so that appropriate arrangements can be made.

ADMINISTRATION OF MEDICINES

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

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to

education could be limited. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

CONFIDENTIALITY

Children have a legal right to confidentiality, for example where they visit a doctor or nurse. They have the right to consent to or refuse medical treatment, including contraception, as soon as they are considered to be able to understand what the treatment involves and the risks and benefits. The medical person who treats the child makes this decision. Whatever their age, everything a child says to a doctor or nurse is treated in confidence. Only if there is an indication that they are at risk of significant harm will the doctor or nurse decide they cannot keep this confidential but they will discuss this with the child before breaking confidentiality. At the age of 16, the child legally becomes an adult and has the full right to make decisions about treatment.

TRANSITIONS

We understand that transitions especially at S1 stage can be anxious times for parents and pupils. At Mackie Academy we have arrangements in place to support transitions and these are outlined below.

Transfer to Secondary Education

Mackie Academy is part of the Stonehaven Childrens Services Network.

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils from our associated Primary Schools spend three days at Mackie Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around Easter each year. Parents also have the opportunity to meet Mackie Academy staff in their primary schools where information will be shared and questions can be asked.

Liaison between our associated Primary Schools and Mackie Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Stonehaven Children Services Network through our partnership with our Community Learning Development Team.

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

Mackie Academy Pupil Support & Attainment (Pupil Support) staff also visit our pupils in our associated Primary Schools where information is shared and questions can be asked. ASSOCIATED PRIMARY SCHOOLS

Ten primary schools send their children here, namely:

Arduthie Primary School, Stonehaven
Bervie Primary School, Inverbervie
Catterline Primary School,
Dunnottar Primary School, Stonehaven
Glenbervie Primary School, Drumlithie
Gourdon Primary School
Johnshaven Primary School
Kinneff Primary School
Mill O'Forest Primary School, Stonehaven
Lairhillock Primary School

ASSOCIATED SPECIAL SCHOOLS

Carronhill School

CHILD PROTECTION

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

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

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

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

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

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

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

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

Information for Getting It Right for Every Child in Aberdeenshire and Child protection information can be found at: <http://www.girfec-aberdeenshire.org/> and <http://www.girfec-aberdeenshire.org/child-protection/>

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

The school head teacher or a senior member of staff

or

Police Scotland by dialling 101 (This number is in operation at all times)

or

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

Aboyne	01339 887096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

For further information please go to the Aberdeenshire Council website www.aberdeenshire.gov.uk .

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

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

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

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

USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The school's ICT Network and, within it, internet access is an extremely valuable tool to support the education of all pupils. The school values the use of Information and Communications Technology (ICT), and seeks to promote its inclusion in all curricular areas, and curricular stages, to enhance educational provision and achievement. To this end the school has made significant investment in the construction and implementation of the necessary infrastructure to make access as straightforward as possible.

However this ease of access presents opportunities for both use and abuse. To this end there is a policy in place that identifies the key principles of acceptable use and the issues relating to them.

The school has an ICT network with computers in all teaching areas. Many of these are linked to data projectors and interactive boards. All pupils and staff have access to the Internet and email. There are trolleys of laptops and net books providing flexible teaching and learning resources. This is supported by a wireless network. Specialist ICT facilities are available in specific departments including computing, technical and music. There are dedicated ICT classrooms and additional clusters of computers. The school is keen to pilot and implement new technologies and to date this has included exploring a range of personal mobile technological devices. All faculties have a set of iPads to support co-operative learning. The school is also part of the ICT Refresh programme which has upgraded a significant proportion of the school estate for 2016-17.

All pupils and staff have access to Glow, the online resource to support learning and teaching throughout Scotland. This national initiative is led by Education Scotland and provides the first national intranet for education. It gives tools that underpin the delivery of all aspects of the curriculum. An increasing number of school resources including lesson materials and homework are being made available to pupils using this medium.

During 2016/17 a mobile technology Acceptable Use Policy has been launched to recognise the increasing use and importance of this technology. This policy covers school owned and personal devices when used at Mackie Academy.

USE OF THE INTERNET

Although ICT brings many different opportunities it also brings responsibilities. This is particularly true in the case of the use of Internet and e-mail.

On-going monitoring takes place to ensure that pupils are using the facilities in a responsible manner. This monitoring process takes various forms:-

- the class teacher/Librarian directly monitors use
- remote monitoring takes place by checking the internet 'hits' and e-mails sent/received by pupils
- filtering and alert systems

Parental support is vital in ensuring that pupils use ICT facilities responsibly. Inappropriate use of the ICT network is subject to the normal disciplinary procedures of the school.

VIDEOS, PHOTOGRAPHS

The written permission of parents is required for photographs featuring their child to be displayed and for their child to be video recorded or photographed at school events. This includes school photographs taken by commercial photographers.

In some subjects, such as Drama and PE, video cameras are used to record performance to identify where pupils can be helped to improve. If there is no written permission from parents, the selection of subjects for these Standard Grade, Intermediate or Higher Grade courses may not be available.

ABERDEENSHIRE COUNCIL EDUCATION LEISURE AND LEARNING SUPPORT FOR PUPILS

Getting It Right for Every Child (GIRFEC)

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

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

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

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

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

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

The eight wellbeing indicators are:

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

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other

professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to:

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

PASTORAL CARE

In Mackie Academy, the fourth of our aims is to provide high quality pastoral care and support for learning for all learners according to their needs.

Named Person

In Mackie Academy, the fourth of our aims is to provide high quality pastoral care and support for learning for all learners according to their needs.

There are 5 Houses, each of which is clearly identified with one of the Pupil Support & Attainment (Pupil Support) teachers. A range of inter-house activities take place throughout the school year to promote house identity and encourage inter-house competition.

Pupil Support & Attainment

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

There are 5 Principal Teachers of Pupil Support & Attainment who are responsible for supporting the pupils in their House group and their parents/carers. They deal sensitively with pupils' needs and concerns and address any needs identified at an early stage, involving parents/carers and other sources of expertise as appropriate. They keep other staff informed of relevant background information concerning individual pupils.

The Pupil Support & Attainment (Pupil Support) staff aim to support the development of pupils through contact with individual pupils and by means of the Personal and Social Education programme. Personal, curricular and careers guidance is given by the Pupil Support & Attainment (Pupil Support) staff and a close liaison with parents is encouraged. Parents are invited to arrange appointments with these staff and to be present during interviews with the Skills Development Scotland careers adviser. Parents may request an appointment with Pupil Support & Attainment staff (Pupil Support) staff outwith Parents evenings.

SUPPORT FROM EXTERNAL AGENCIES

Through the area team there is access to additional support for both pupils and/or families. There is a close link with Pupil Support & Attainment (Pupil Support) staff and other external agencies to plan specific programmes of support across the Stonehaven Children Services Network and within Mackie

Academy where a need has been identified. Examples of areas where support can be given include prevention of bullying, self-esteem/peer relationships, anger management, school absenteeism and social skills. Consent to share information with external agencies is requested where their involvement is considered appropriate.

SUPPORT FOR LEARNERS

Additional Support Needs

Many children will require support to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and what intervention support strategies are appropriate and developing support plans as appropriate.

Some of the professionals we work in partnership with include: Education (Support for Learning, ASPECTS, Sensory Support Service, Intervention and Prevention Teachers, EAL teachers, Pupil Support Workers, Educational Psychology Services, Community Learning and Development); Children's Services (family support workers, social workers); NHS (including school nurses, school doctors, speech and language therapy, physiotherapy, occupational therapy, mental health services); Police Scotland (police liaison officers); further education (NESCOL, Dundee & Angus College); and Third Sector / voluntary agencies.

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

Educational Psychology

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

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of the children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change.

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

educational psychologist may be involved in any multi agency assessment and planning.

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

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

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

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

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

For further details contact:

Quality Improvement Manager (Additional Support)
Education & Children's Services
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel no 01224 664886
Fax no 01224 664615
ELL.Enquiries@aberdeenshire.gov.uk

Identifying and Reviewing Additional Support Needs

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

if a Co-ordinated Support Plan (CSP) is needed. (CSPs are also described in more detail below.)

Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

Staged Approach to Assessment & Intervention

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

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

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

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

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, bereavement, medical and health care needs, personal care and ensuring safety are also targeted support priorities.

Universal Support Level 0

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

Stage 1: School Based Action

Targeted Support Level 1

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

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

Targeted Plus Support Level 2

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

Stage 3: Multi Agency Action

Intensive Support Level 3

Intensive Targeted Support: school with Community Resource Hub (CRH) intervention/multi-agency action as required

Individualised Educational Programmes

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

Single Agency Plan

This is used by the school to support a pupil and their family where issues have been identified and support is required in school to enable progress of the pupil.

Multi Agency Plans

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

Co-ordinated Support Plans (CSPs)

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

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

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

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**

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

- **Advocacy**

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

For more information on Support and Advocacy contact:

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

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:

Website: www.siaa.org.uk

Independent Mediation Services

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

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

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

www.sclc.org.uk

Additional Support Needs School Policy

The school's policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Support for Learning Teacher and/or other agencies as noted above. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the

class teacher and learning support staff. Occasionally where deemed necessary the children may be supported individually or in small groups away from the classroom in a quiet setting within the school.

DEALING WITH CONCERNS & COMPLAINTS

Concerns

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

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

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

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

COMPLAINTS

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

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

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

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

INSURANCE

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).

Section 4

School Improvement Data Protection

SCHOOL IMPROVEMENT

Standards & Quality & Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. The purpose of the plan is to prioritise work each session at school and departmental levels and to match what is practicable in development work with the available resources of time and financial budgets. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

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

Improvement Planning

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

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

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

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data is collected and transferred?

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

purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

How Does Aberdeenshire Council Hold and Store Pupil Data

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

Data Protection Act 1998

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

Fair Processing Notice

Who may process your personal data?

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

What personal data will be collected?

The information which you provide may include:

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

For what purposes will your personal data be used?

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

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

- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)

Your Data Protection Rights

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

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

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

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

PARENTAL ACCESS TO RECORDS

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

<http://www.educationscotland.gov.uk/parentzone/myschool/schoolinformation/mychildrecord/index.asp>

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.

Section 5

Annual Updates

STAFF LIST (correct as of 26.10.16)

SENIOR MANAGEMENT TEAM	
Role	Name
Head Teacher	Louise Moir
Depute Head Teacher	Kieran Kenny
Depute Head Teacher	Craig Sim
Depute Head Teacher	Alan Tullock
Depute Head Teacher	Kathryn Thoires
Support Services Co-ordinator	Stuart Gray
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
FACULTY OF ENGLISH	
Faculty Head	Nicola Hamilton
Teacher and PT DYW	Amanda Barnett
Teacher	Mary Dey
Teacher	Andrew Urquhart
Teacher	Craig Meikle
Teacher	Amy Brown
Teacher	Imogen Davidson
Probationer	Fiona Christie
Principal Teacher Pupil Support and Attainment	Fiona Beeley
FACULTY OF MATHEMATICS	
Faculty Leader	Iain Macdonald
Teacher	Paul Banfield
Teacher	Felicity Katsaitis
Teacher	Wesley Leith
Teacher	Jane Leith
Teacher	Irene Ritchie
Teacher	Joan Cargill
Teacher	Eleanor Henderson
Teacher	Alison Young
Teacher	Pat Flanagan

Probationer	Sean Strachan
Depute Head Teacher	Craig Sim
FACULTY OF MODERN LANGUAGES	
Faculty Leader	Sue Smith
Teacher	Sophie Demange
Teacher	Kirsty Dormand
Teacher	Greig Murray
Teacher	Tracey Munro
Depute Head Teacher	Kathryn Thoirs
FACULTY OF SOCIAL SUBJECTS	
Faculty Leader (0.6)	Patricia Coleman
Faculty Leader (0.4)	Karen McClymont
GEOGRAPHY	
Teacher	Laura Craig
Teacher	Eleanor Stevenson
Principal Teacher Pupil Support and Attainment	Fiona Stark
Head Teacher	Louise Moir
HISTORY	
Teacher	Scott Shanks
Teacher	Rebekah Cowie
FACULTY OF HUMANITIES	
Faculty Leader	Lynda Swanson
MODERN STUDIES	
Teacher	Gerard Lock
Probationer	Sara Stuart
RMPS (Religious, Moral and Philosophical Studies)	
Teacher	Ryan Hewitt
Teacher	Christina Andrews
Depute Head Teacher	Kieran Kenny
FACULTY OF SCIENCE	
Faculty Leader (0.6)	Anne Sharpe
Faculty Leader (0.4)	Archie Gillies
BIOLOGY	
Teacher	Alison Oliver
Teacher	Jay Sankaranarayanan
Teacher	Mhairi Smith
Teacher	Debbie Johnstone
CHEMISTRY	
Teacher	Susan Blake
Teacher	Mikaela Shand
Probationer	Imogen Fullbrook
PHYSICS	

Teacher	Carl Boyd
Teacher	John McFayden
Teacher	Marta Zacarias
FACULTY OF EXPRESSIVE ARTS	
Faculty Leader	To be appointed
ART & DESIGN	
Teacher	Gail Mitchell
Acting Faculty Leader Art	Michelle Gray
Probationer	Katie Hunter
DRAMA	
Acting Faculty Leader Drama	Edward Allen
Teacher	Cameron Angus
Teacher	Annie Lock
MUSIC	
Acting Faculty Leader Music	Fraser Moffat
Teacher	Linzi Charnley
MUSIC INSTRUCTORS	
Brass	Bruce Wallace
Piano	Blair Cargill
Guitar/Bass Guitar	tbc
Woodwind	Sarah Gove
Violin / Viola	Sandra Campbell
Violincello / Double Bass	tbc
Percussion	Morag Kelly
FACULTY OF HEALTH	
Faculty Leader	Chris Hobson
PHYSICAL EDUCATION	
Teacher	Julie Keenlyside
Teacher	Craig Thomson
Teacher	Arianna Bewick
Teacher	Vacancy
Probationer	Ryan Smith
HOME ECONOMICS	
Teacher	Kirsty Wilson
Teacher	Fiona Lamont
Teacher	Lynn Petrie
FACULTY OF TECHNOLOGIES	
Faculty Leader	Blair Paton
BUSINESS STUDIES	
Teacher	Irene MacLean
COMPUTING STUDIES	
Teacher	Loraine McNeill
TECHNICAL EDUCATION	

Teacher	William Groucott
Teacher	Sandra Weir
Teacher	Alan Craig
Teacher	David Patterson
Depute Head Teacher	Alan Tullock
ADDITIONAL SUPPORT FOR LEARNING	
Principal Teacher	Jo Tolhurst
Teacher	Maitland Wilson
Teacher	Wendy Webb
Teacher	Shona Gray
Teacher	Jennifer Johnstone
Teacher	Cameron Halsall
Teacher	Chris Gowie
Teacher	Suzi Birrell
Teacher	Christine Ward
Teacher	Jennifer Glendinning
Teacher	Carol Meller
Teacher	Julie Adam
Pupil Support Assistant	Sheila Emery
Pupil Support Assistant	Audrey Ramage
Pupil Support Assistant	Favour Dangana
Pupil Support Assistant	Shona Hutcheon
Pupil Support Assistant	Dennis Robertson
Pupil Support Assistant	Elaine Strother
Pupil Support Assistant	Sarah Newman-Holden
Pupil Support Assistant	Norma Mitchell
Pupil Support Assistant	Lynn McLaren
Pupil Support Assistant	Alison Nicholson
Pupil Support Assistant	Jennifer Reid
LIBRARY SERVICE	
Network Librarian	Jill Reid
Library Assistant	Elayne Allan
Library Assistant	Maggie Cornock
Library Assistant	Julia Lawrie
Relief Library Assistant	Elma Guthrie
Relief Library Assistant	Alona Cooney
NURSING SERVICE	
Nurse	Alison McKay
Nurse	Emma Hamilton
Nursing Assistants	Ashley Judge and Emma Donovan
CLERICAL STAFF	
Admin Support Officer	Julie Wallace
Admin Assistant	Aileen Duff

Admin Support Assistant	Helen Mallalieu
Admin Support Assistant	Karen Donald
Admin Support Assistant	Lynne McKellar
Admin Support Assistant	Carol MacLeod
Admin Support Assistant	Elizabeth Souter
TECHNICIANS	
Whole School Technician	Aileen Walker
Whole School Technician	Vacancy
Science Technician	Ruth Primrose
Science Technician	Ashok Mehta
Technical Assistant	Nancy Anderson
Technical Assistant	Ann Burghes
Technical Assistant	Tania Urquhart
Technical Assistant	Ashok Mehta
Technical Assistant	Ruth Primrose
Technical Assistant	Joolz Anderson
Technical Assistant	Ann Hodge
JANITORIAL STAFF	
Supervisory Janitor	Philip Jackson
Janitor	Phillip Masson
Janitor	Claire Forbes
Janitor	Deepu Abraham
CHAPLAINCY TEAM	
Stonehaven Dunnottar and South Churches	Rev. Rosslyn Duncan
St James Episcopal Church	Vacant
Stonehaven Fetteresso Church	Rev. F. Blair and Matt Sinar (Youth Worker)
City Church	James Duce
Baptist Church	Nathan Young
Bervie Parish Church	Vacant
CLUSTER PROVISION	
Pupil Support Worker	Paul Chisholm
CSN Admin Support	Alison Pace

SCHOOL CLOTHING GRANTS

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

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

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

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

CAN MY CHILD GET FREE SCHOOL MEALS?

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

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

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

- By email: benefits@aberdeenshire.gov.uk
- In person at one of our Benefit Offices

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

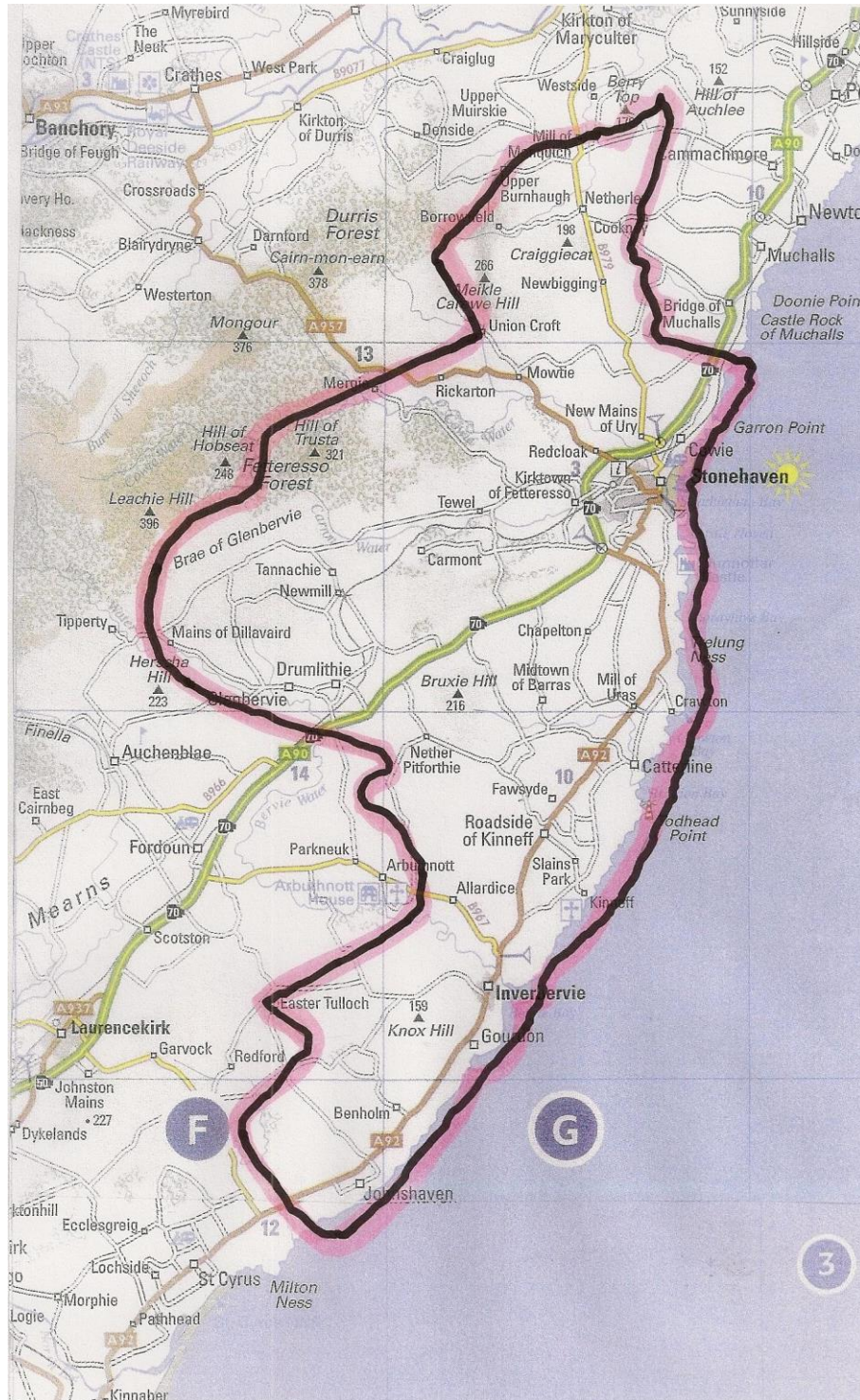
THE SCHOOL CALENDAR

In-Service Day One	Monday 15 th August 2016
Term One	Tuesday 16 th August – Friday 7 th October 2016 inclusive
October Holidays	Monday 10 th – Friday 21 st October 2016 inclusive
Term Two	Monday 24 th October – Wednesday 21 st December 2016 inclusive
In-Service Days Two and Three	Monday 14 th and Tuesday 15 th November 2016
Christmas Holidays	Thursday 22 nd December 2016 – Wednesday 4 th January 2017 inclusive
Term Three	Thursday 5 th January – Friday 31 st March 2017
Occasional Days	Thursday 9 th & Friday 10 th February 2017
Aberdeenshire School Holiday	Monday 13 th February 2017
In-service Days Four and Five	Tuesday 14 th and Wednesday 15 th February 2017
Easter Monday	Monday 17 th April 2017
Easter Holidays	Monday 3 rd April – Friday 14 th April 2017 inclusive
Term Four	Tuesday 18 th April – Friday 30 th June 2017
May Bank Holiday	Monday 1 st May 2017

Future term dates can be viewed on the Aberdeenshire webpage:

http://www.aberdeenshire.gov.uk/schools/information/term_dates.asp

Map of catchment area



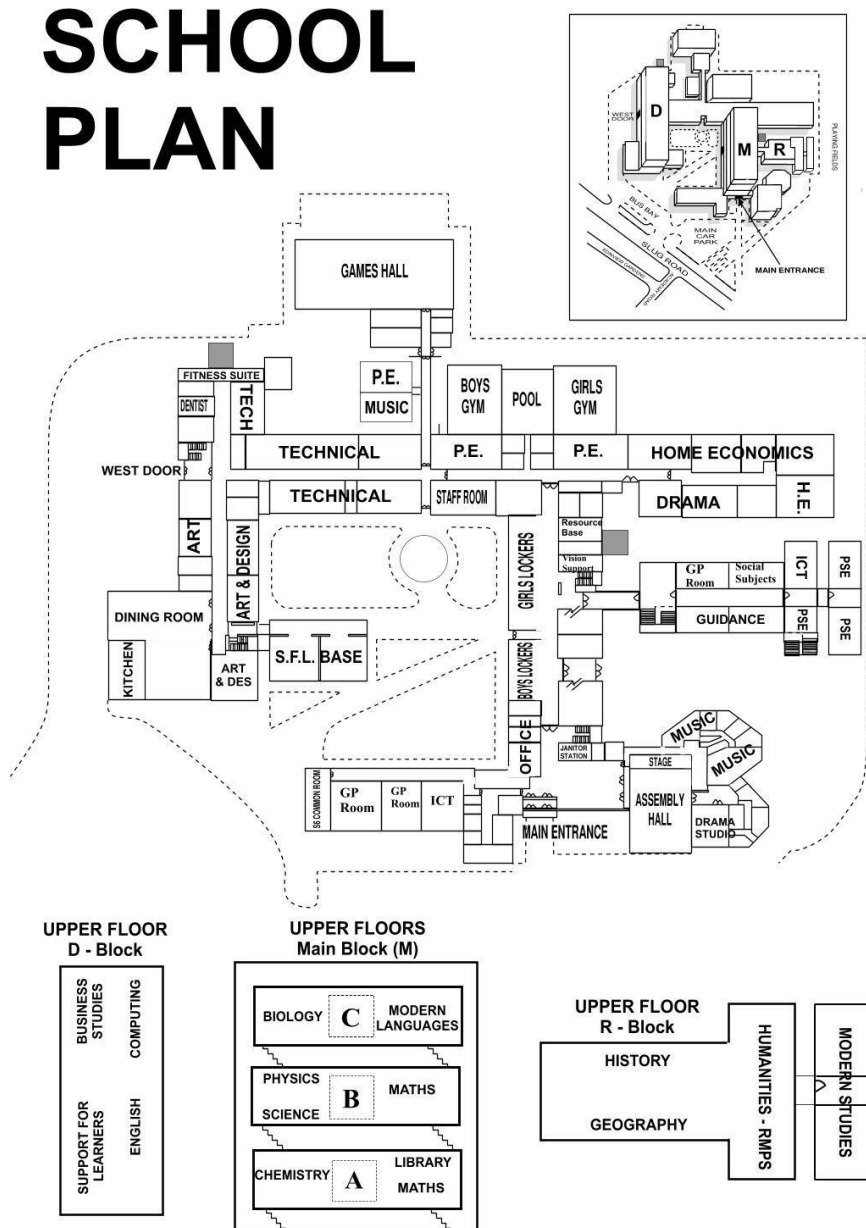
More detailed map can be found on Aberdeenshire Council Website
http://www.aberdeenshire.gov.uk/schools/our_schools/detail.asp?schoolid=kmaa

CALENDAR OF ASSESSMENT AND REPORTING AND PARENTS' MEETINGS 2016-17

This can be accessed under the school and council policies and procedures on the school website at:

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

SCHOOL PLAN



THE PARENTS' CHARTER

INFORMATION FOR PARENTS

The following pages provide information about examination and certification results for Mackie Academy in comparison with Aberdeenshire and national figures.

The Scottish Executive has a website called parent zone with information about school education in general and up to date news.

The web address is: www.parentzonescotland.gov.uk

The data below represents exam results for academic year 2015-16:

Education Authority: Aberdeenshire

*Examination Results (within Scottish Credit and Qualifications Framework)
(2015-16 results update)*

Percentage cohort achieving:						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	87	89		44	45	49

Percentage cohort achieving:						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	33	38	39	16	18	19

Percentage cohort achieving:						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	28	29	34	19	21	23

School Data: Mackie Academy

Percentage cohort achieving:						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	94	95	91	52	53	58

Percentage cohort achieving:						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	45	49	50	22	24	26

Percentage cohort achieving:						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	27	40	44	20	32	35

National Data

Percentage cohort achieving:						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	77	82		39	42	44

Percentage cohort achieving:						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	33	37		17	18	19

Percentage cohort achieving:						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	29	31		19	20	21

Please note that SCQF Level 4 is equivalent to National 4 or above and SCQF Level 5 is equivalent to National 5 Grade D or above. Level 6 is equivalent to Higher and Level 7 is equivalent to Advanced Higher.

MidYIS Predictions

This data is collected in S1 and is a measurement of a student's ability to achieve. It uses the following key measures to give an overall score:

Vocabulary

Maths

Skills

Non-Verbal

Proof Reading

The Vocabulary and Maths baseline tests measure ability in these areas, fluency and speed in undertaking these tasks and are excellent predictors of subsequent achievements in almost all school subjects.

The non-verbal test measures a student's ability to see in 3-D and their spatial awareness.

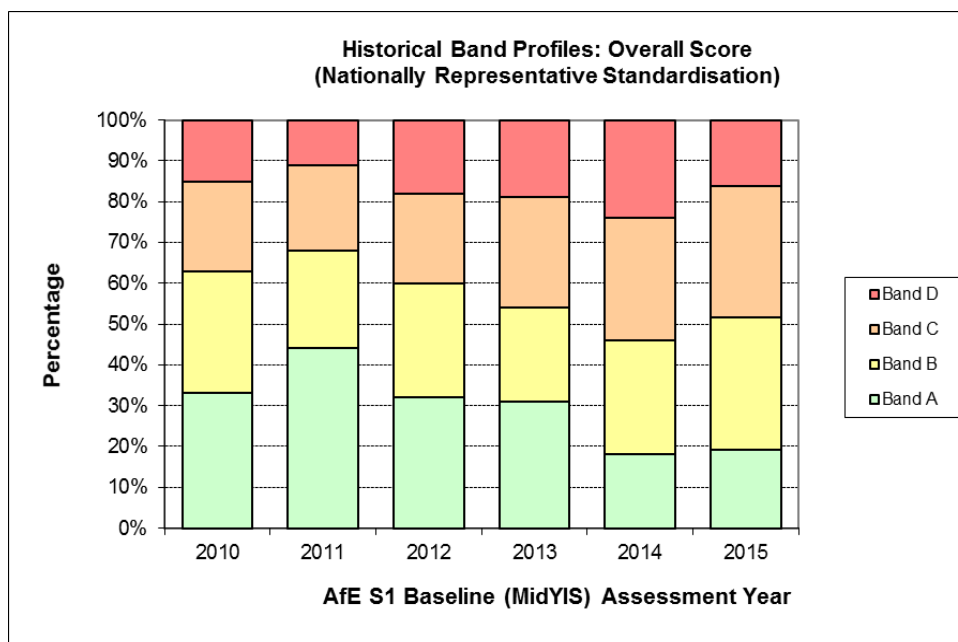
The skills test is based on two tests: proof reading and perceptual speed and accuracy. Proof reading measures the ability to spot errors in a passage of text such as spelling and grammar. Speed and accuracy measures the ability to recognise and match symbols quickly. Both rely on a student's scanning and skimming skills which are desirable under test and examination conditions.

S1 Baseline (MidYIS) Historical Band Profiles

Scores Standardised on a Nationally Representative Sample of Schools

Band A represents the top 25% of the sample whilst Band D represents the bottom 25% of the sample.

Year of Test	Current Year	Band A	Band B	Band C	Band D
2015	S1	19	32	32	16
2014	S2	18	28	30	24
2013	S3	31	23	27	19
2012	S4	32	28	22	18
2011	S5	44	24	21	11
2010	S6	33	30	22	15



The mean score for a MidYis test is 100. Scores of over 130 places a student in the top 2% nationally; over 120 they are in the top 10% and over 108 they are in the top 30%.

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