

# Mackie Academy School

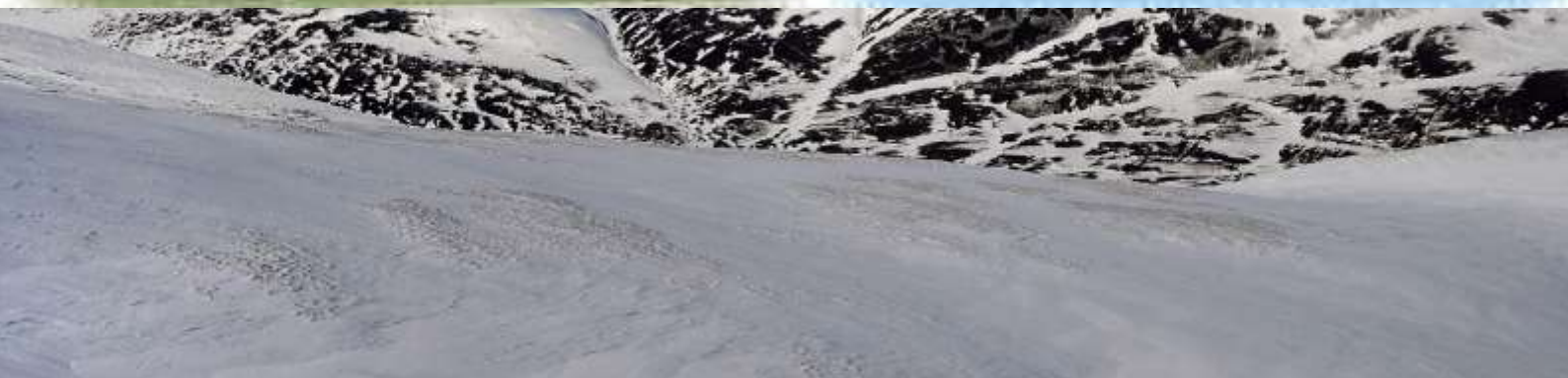
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## Handbook 2018/19

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**Welcome!**



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# Introduction to Mackie Academy School

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

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

## School Contact Details

Mackie Academy

[www.mackie.aberdeenshire.sch.uk](http://www.mackie.aberdeenshire.sch.uk)

Slug Road Stonehaven AB39 3DF

01569 762071

[mackie.aca@aberdeenshire.gov.uk](mailto:mackie.aca@aberdeenshire.gov.uk)

<https://twitter.com/MackieAcademy>

## Adverse weather and emergency closure

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

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

**Mackie Academy School** is a non-denominational school with a role of 1176. The school catchment area stretches from Netherley in the north to Johnshaven in the south and from Glenbervie in the west.

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

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## SCHOOL HOURS

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

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

Mackie Academy Staff List:

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

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# Our Vision, Values and School Ethos

## Aims of Mackie Academy

Mackie Academy is a learning community whose duty is:

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

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

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

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

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

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## 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.

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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:

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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.

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

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

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

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

### **ANTI BULLYING POLICY**

#### **1. Why do we have this Policy?**

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

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

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

**Mackie Academy's Anti bullying policy** has the following aims:

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

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

Bullying in any form is intolerable and unacceptable.

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

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

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

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

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

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

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

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

## 1. Stance

*Bullying in any form is intolerable and unacceptable.*

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

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*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:

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- 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.

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#### 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.

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## 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.

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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.

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# Curriculum

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

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

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap. Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: [www.mackie.aberdeenshire.sch.uk](http://www.mackie.aberdeenshire.sch.uk)

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

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

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

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

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

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

The Curriculum for Excellence is divided into different levels.

<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	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
<b>Senior Phase</b>	S4 to S6, and college or other means of study.

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

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

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

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

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

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

## FURTHER INFORMATION

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

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

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

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

#### SENIOR PHASE: FOURTH YEAR

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

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

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

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

#### SENIOR PHASE: FIFTH YEAR AND SIXTH YEAR SUBJECTS

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

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

#### SENIOR PHASE: COURSE CHOICES

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

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

## HOMEWORK

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

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

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

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

### Homework club

Homework club is open to all on Mondays to Thursdays from 15.30 – 17.30 in the library. It is manned by our Pupil Support Worker and members of the Pupil Support team to allow young people to have a quiet and focused environment to do any work they may need to do outside of the school day.

It is a more relaxed atmosphere than

### 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
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a warm and well-lit part of the house; providing a flat surface to work on such as a desk or table; encouraging them to work away from distractions such as the T.V., mobile phone.

- Helping their child establish a homework routine and not to leave it until the night before it is due
- Encouraging productive use of homework time even when homework has not been set by the school e.g. reading programmes, research and revision
- Communicating with the school on any problems which relate to homework
- Taking a positive and active interest in what is being done
- Reinforcing the value of homework

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

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

## The Role of the School

Teachers will:

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

## *DEVELOPMENT OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES*

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

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

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elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability.

See Aberdeenshire Council Policy at [www.aberdeenshire.gov.uk/about/equality.asp](http://www.aberdeenshire.gov.uk/about/equality.asp)

## PROVISION OF RELIGIOUS OBSERVANCE IN SCOTTISH SCHOOLS REVISED GUIDANCE MARCH 2017

Religious Observance is defined as follows:

*“Community acts which aim to promote the spiritual development of all members of the school’s community and express and celebrate the shared values of the school community.”*

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

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

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During year group and termly house and school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

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

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

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

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

### *EXTRA CURRICULAR ACTIVITIES*

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

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

LGBTQ+ club	Youth Platform	Coding Club
S1 Mandarin Club	String Group	DT Club
Geography Club	Basketball	Eco Group
S1 & S3 Football	Drama Club	S1 & S2 Rugby
S1-S6 Netball	S1 Drop-In	Fitness Clubs
Ukulele Club	Mock Trial S4/5/6	Chess Club
Body Balance	Badminton Club	Rock Challenge
Homework Club	Bake Club	Hockey
Amnesty Club	Art Club	S1 Science Club
Deaney's Dance	Orchestra	Health & Wellbeing
S3 Stemillions	Concert Band	Mackie Radio
Sewing Club	Debating Club	Young Carers

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

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

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

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

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

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

## 2 Further Information

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

<http://mackie.aberdeenshire.sch.uk/>

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

### **Policy for Scottish Education:**

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

### **Early Learning & Childcare:**

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

### **Broad General Education (Pre school – S3):**

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

### **Senior Phase and beyond (S4 – 16+):**

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

### **National Qualifications:**

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

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# Assessment and Reporting

Pupils move through the curriculum at their own pace. A wide range of assessment techniques are used in school depending on what is being assessed and the reason for the assessment e.g.

- Observation of what the pupils “say”, “write” and “do”.
- Homework
- Self and peer assessments
- Marking of class work and other individual/class assessments
- Ongoing tracking and monitoring procedures in school
- Scottish National Standardised Assessments (P1, P4, P7 and S3)

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. As part of assessment, each year children and young people in P1, P4, P7 and S3 will participate in the Scottish National Standardised Assessments (SNSA). These national assessments are completed online and provide teachers with immediate feedback on each child or young person’s progress in literacy and numeracy. Children and young people do not have to prepare or revise for the assessments, which take place as part of normal learning and teaching. The assessments do not have any pass/fail mark and the results are used to help teachers plan the next steps in learning for each child/young person. Further information on SNSA is available at

<https://standardisedassessment.gov.scot/>

The results of children’s achievements are discussed with them regularly so that they are involved in taking responsibility for their own learning. This may take the form of oral discussion and/or written comment. In this way, it is hoped to assist the pupil identify what has been learned and the next steps to their learning. Children regularly set targets in their work.

Parents will be informed of progress:

- through pupil profiles/learning logs
- through parent consultation evenings and other meetings
- through curriculum/learning events/parent workshops
- by the annual school report
- Individual Education Plans and associated documents

(see school reporting calendar in APPENDIX)

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

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# Transitions (Moving On)

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

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

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

Visit Parentzone for more information about transitions:

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

## 3 Admissions

### Nursery Admissions.

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

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

### Primary Admissions

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

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

## 4 Placing requests & School Zones

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

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

Your child would normally attend a school within the school catchment area (zone) close to where you live. However, you can request that your child attends a school in another zone (out of zone). Please follow the links for more info:

<https://aberdeenshire.gov.uk/media/22768/out-of-zone-placing-request-policy-may-18.pdf>

<https://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug18.pdf>

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## 5 Skills Development Scotland

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

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

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

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## 6 Developing Young Workforce

As part of the curriculum, pupils will develop skills for learning, life and work. More detail about these key skills can be found using the link below:

<https://www.npfs.org.uk/skills-in-a-nutshell/>

Throughout their time in school, from Early Years onwards, all pupils will have an opportunity to engage with employers, through experiences like workplace visits, career talks, employability events and courses, work experience and curriculum based activities. They will also have the opportunity to learn about further and higher education, and the work done by training providers, as well as different career pathways into employment.

In S4-6, pupils will be given the opportunity to study for vocational qualifications alongside the more traditional qualifications.

Further information for parents can be found on the Aberdeenshire DYW website:

<http://dywaberdeenshire.org/parents/>

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# Support for Children and Young People

## 7 Getting it Right for Every Child

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

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



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

## 8 The Named Person

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

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

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

The Named Person can help by:

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

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

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

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

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

<b>GUIDANCE</b>	
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	Laura Craig - Acting
Principal Teacher Pupil Support and Attainment Swanley House	Jill Black
Principal Teacher Pupil Support and Attainment Ury House	Fiona Beeley

## 9 Educational Psychology

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from pre-birth to 24 years old. We work with children, young people, families, educational staff, local authority colleagues and a wide range of other professionals including health professions, social work, early years partner providers and post school training and education providers.

When there are concerns about a child or young person's learning or wellbeing, an Educational Psychologist can support others to problem solve their way through

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potentially difficult and complex situations. Consultation with people who know the child best forms the basis of Educational Psychology assessment. Its purpose is to explore and understand the concern, and support people to come up with solutions that will work in that particular context.

The EPS also offers a range of services that help improve learning and wellbeing for all children and young people. We do this through action research, development work with schools, training, and contributing to strategic developments.

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

## 10 Enhanced Provision & Community Resource Hubs

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

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

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

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

## 11 Support for Learning

At times in their lives all children may require support for learning for a range of reasons. Some children may need a lot of support all the way through school. Others may need only a small amount for a short time.

A child is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.

Reasons for requiring support might include:

- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Communication difficulties
- Being particularly able
- Changing school a lot
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation
- Suffering a bereavement
- Being bullied

Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents

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and other professionals (if appropriate), they identify barriers to learning, assess children's needs and support learning and teaching through a relevant curriculum.

Pupil Support Assistants (PSAs) assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

## 12 The Child's Plan

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



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

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

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

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

Information is available on the Aberdeenshire Getting It Right Website:

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

## 13 Child Protection

Child protection is the responsibility of all who work with children and families regardless of whether or not they come into direct contact with children. All workers must be fully informed of their responsibilities in respect of keeping children safe. All

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services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

Within Mackie Academy School we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to follow the Child Protection Procedures laid out for Education.

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. Here at Mackie Academy School the designated officer is Louise Moir, Head Teacher:

Remember – if you suspect a child is at risk, do not rely on someone else to notice.

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

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

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

## 14 Further Information on Support for Children and Young People

The following websites may be useful:

### **Getting It Right For Every Child (GIRFEC)**

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

### **Aberdeenshire Council**

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

### **Support for All**

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

### **Enquire**

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

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# Parent & Carer Involvement and Engagement

In Mackie Academy School we recognise that parents are the single most important influence on their children's development, learning and achievement. The involvement and engagement of parents in their children's learning is recognised as a key element in raising attainment, through support, help and encouragement given at home and whilst at school.

## 15 Parental Involvement

Parental involvement describes the ways in which parents can get involved in the life and work of the school. Parental involvement includes parental representation in the development of policies, improvement plans and key decisions. It can include involvement in the life and work of the school. Parental involvement can also include help with homework and on-going, two-way communication between home and school.

## 16 Parental Engagement

Parental engagement is about parents' and families' interaction with their child's learning. It can take place in the home, at school or in the community: where it takes place is not important. The important thing is the quality of the parent's engagement with their child's learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

## 17 Communication

The school uses a range of approaches to share information about your child's learning and progress. These include:

Use of Groupcall to text and email

School Website:

Social Media:

Newsletters:

Events

School reports

Merit System

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

## 18 Learning at Home

Learning at home is the learning which happens in the home, outdoors or in the community. Your home is a great place to support learning. Your child can try out new activities or practice familiar learning, at home and in their wider community.

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At Mackie Academy School we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy

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

## 19 Parent Forum and Parent Council

The Parent Forum is a collective name for all parents, carers or guardians in the school.

The Parent Council is a group of parents selected by the Parent Forum to represent the views of all parents, carers and guardians in the school. The Parent Council works with the school to support learning and teaching, school improvement and parental and community engagement.

Contact the Parent Council Chairperson or Head teacher for more information about getting involved in the Parent Council or email: [\*\*MackiePC@hotmail.co.uk\*\*](mailto:MackiePC@hotmail.co.uk)

## 20 Parents and School Improvement

Mackie Academy school has a range of priorities that we work on each year which are explained in our School Improvement Plan (SIP). Parents often have helpful and creative ideas about how to improve their child's school and what can be done to improve the quality of children's learning. At Mackie Academy school we will consult with parents in a number of ways. These may include:

working groups/focus groups which any interested parent is invited to be part of

questionnaires and surveys

consultation with the Parent Council

## 21 Volunteering in school

There are many opportunities for you to support learning in school. These may include:

- volunteering to share the skills and knowledge you have
- supporting children and young people in the classroom
- supporting or lead extra-curricular activities
- directly supporting with specific skills (paired reading for example)

More detail about this can be found using the link below:

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

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

## 22 Collaborating with the Community

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

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# School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: <http://mackie.aberdeenshire.sch.uk/>.

All Aberdeenshire Council Education policies can be found here:

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

## 23 Attendance

### *PUNCTUALITY*

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

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

### *PUPIL ABSENCE PROCEDURES*

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

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

### *Attendance and Absence Procedures*

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

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and

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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 Tutor 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 Tutor 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

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

Under normal circumstances we do not send work home in the case of absence.

For medical or dental appointments the 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 out with the school day. For safety reasons, pupils will not be permitted to leave school to attend medical and dental appointments unless permission has been requested in writing and granted. For those over 16 parental permission can be given for them to attend appointments on their own.

### *CATEGORIES OF AUTHORISED ABSENCE*

The category of Authorised absence includes absence due to:

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

This is not an exhaustive list.

### *SICKNESS AND ACCIDENT IN SCHOOL*

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

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

### *Phone calls*

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

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

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

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

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

The school follows the Aberdeenshire Attendance Policy:

[http://www.aberdeenshire.gov.uk/media/19805/attendance-policy\\_april-2015.pdf](http://www.aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf)

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

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

## **24 Holidays during term time.**

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

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

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## 25 Mackie Academy School Dress Code

<b>BLAZER</b>	<p><b><u>Black</u></b> with integral academy badge on pocket.</p> <p>It is expected that all students will wear a blazer – styles for boys and girls vary.</p>
<b>TROUSERS</b>	<p><b><u>Black</u></b> trousers - no leggings, jeans or jean-like material allowed. Style should be suitable for a working environment.</p> <p>Black, tailored knee length shorts can be worn.</p>
<b>SKIRT</b>	<p><b><u>BLACK</u></b> 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.</p>
<b>SHIRT</b>	<p><b><u>White</u></b> shirt buttoned to the neck. No polo shirts.</p> <p>Girls can wear fitted shirts. Shirts can be short or long sleeved but not sleeveless.</p>
<b>TIE</b>	<p>Official Academy ties for S1-S3 or S4-S6.</p> <p>It is expected that all students will wear a tie.</p>
<b>JUMPER</b>	<p><b><u>Plain black</u></b> V-neck to show school tie.</p> <p>The style of jumpers offered by the preferred supplier varies for boys and girls.</p> <p>Cardigans are allowed as long as they do not fall lower than the blazer and are plain black.</p> <p>No hoodies are allowed in school. If pupils persist in wearing a hoodie it will be confiscated and returned to parent(s).</p>
<b>TIGHTS</b>	<p><b><u>Plain black</u></b> or <b><u>neutral</u></b></p>
<b>SHOES</b>	<p><b><u>Black, low heeled</u></b></p> <p>Boots or boot style shoes are allowed during weather that requires such footwear. Trainers, if worn, should be plain black.</p>
<b>JEWELLERY</b>	<p>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.</p> <p>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.</p>

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<b>HAIRSTYLES AND MAKE-UP</b>	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.
<b>PE KIT: T SHIRTS</b>	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”
<b>PE KIT: All OTHER ITEMS</b>	Plain white or black shorts Plain black tracksuit trousers Plain black leggings Jumper or hoodie (for outdoor activities only)

**NOTES:**

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

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

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

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

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

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

#### 46 | School Policies and Useful Information

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

Information > Parent and Carer Information > Mackie Academy Uniform

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

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

#### *KIT POLICY*

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

<b>HOUSE NAME</b>	<b>HOUSE COLOUR</b>
COWIE	GREEN
DUNNOTTAR	RED
FETTERESSO	BLUE
SWANLEY	PURPLE
URY	YELLOW

The PE Department aim to have 100% participation by all pupils in every lesson.

It is understood, however, that there are occasions when pupils will be unable to take a full active part in a lesson due to a medical condition or as they recover from illness or injury. When this happens, PE staff endeavour to keep such pupils as involved as possible so that they can continue their learning alongside their classmates.

A note/or phone call to PSAT is required if a pupil is not taking part, if this is the case pupils will be asked to assist with activities and may act as a referee, timekeeper, scorekeeper, observer etc, thereby gaining knowledge from the lesson.

The aim of this policy is to ensure full, active and safe participation by pupils and that kit worn should suit conditions likely to prevail.

All pupils must bring PE kit to each lesson. This includes pupils not taking part for medical reasons. This ensures all pupils are prepared for learning whatever the environment.

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Pupils not bringing PE kit twice in one term will be spoken to by staff to discuss the issue. A text will also be sent to parents. Pupils forgetting their kit three times in one term will attend a restorative meeting with their class teacher to discuss how the pupil can be supported in bringing PE kit to class. The PSAT team will also make contact with home.

## 26 Clothing Grants

Some families may be entitled to a school clothing grant of £100 per year. More information about this can be found at:

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

## 27 Transport

In order to qualify for free Home-to-School Transport, Primary school pupils must reside more than 2 miles from and attend their zoned school whilst Secondary school pupils must reside more than 3 miles from and attend their zoned school.

These distances are the shortest available route from the pupil's house to the school gate and can take into account main roads (including dual carriageways), tracks and paths. Application forms for free transport, Form PTU100 can be obtained from the school office.

## 28 Privilege Transport

Transport provision is also made available for pupils who are not entitled to free transport. Privilege transport is provided on school transport services subject to spare seating capacity, at a fixed annual charge. Discounts are available for pupils in receipt of the clothing grant, and to families with 3 or more children travelling to the same school.

As School Transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport, Privilege Pupils are required to meet the bus on the existing bus route. For further information and application forms, see the Council website.

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

Alternatively, copies of Privilege forms or further information can be requested by emailing: [school.transport@aberdeenshire.gov.uk](mailto:school.transport@aberdeenshire.gov.uk)

## 29 Early Years Transport

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

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### 30 Special Schools and Enhanced Provision

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

### 31 School Closure & Other Emergencies

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

#### ***If children are at school...***

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

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

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

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

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

#### ***Before the start of the school day...***

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

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

#### **Northsound 1**

FM 96.9

#### **Northsound 2**

MW 1035 kHz

#### **BBC Radio Scotland**

FM 92.4 - 94.7MW 810 kHz

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**Moray Firth Radio**

FM 97.4 MW 1107 kHz

**Waves Radio**

FM 101.2

**Original 106 FM**

**Twitter**

<http://twitter.com/aberdeenshire>

**Aberdeenshire Council Website**

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

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

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

**School Information Line**

Tel: 0370 054 4999 then 021080. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

## **32 Storm Addresses**

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

## **33 Change of address and Parental Contact Details**

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

## **34 Anti-bullying Guidance**

What is Bullying?

Aberdeenshire Council Education and Children's Services define bullying as the following:

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 can be persistent and/or intentional, but often it is neither.

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## 50 | School Policies and Useful Information

Bullying can be verbal, physical, mental/emotional or cyber and is behaviour and impact. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. The impact is on a person's ability to feel in control of themselves.

What will the school do about it?

Schools should promote consistency of response to instances of bullying behaviour using a 6 step approach. They will:

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

More information can be found in Mackie Academy School's anti-bullying guidance at

<http://publications.aberdeenshire.gov.uk/dataset/b9bb8c35-50b7-401e-a7e3-30833f69cc73/resource/8d5ff96d-775f-4516-9f6b-c15ce425f407/download/ecs-002-edu---anti-bullying-policy.pdf>

Copies of this school guidance can also be accessed via the School Office.

The document above has been updated in line with "Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People".

<https://www.gov.scot/Resource/0052/00527674.pdf>

## 35 School Meals

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

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

Primary 4- S6 pupils are currently charged £2.20 for a school meal unless they qualify for Free School Meals.

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

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

For information about school meals and menus go to:

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

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

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

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

<https://www.aberdeenshire.gov.uk/schools/meals/online-payments/>

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

## 36 Healthcare & Medical

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

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

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

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

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

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

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

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

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

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

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need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

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

A risk assessment should also be completed.

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

Please find our Medication Policy here:

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

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

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

### **37 Exclusion**

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

[http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

### **38 Educational Visits**

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

### **39 Instrumental Tuition**

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

For further information go to:

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

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## 40 Education Maintenance Allowance

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

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

## 41 Comments, Compliments & Complaints

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

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

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

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

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

## 42 Support for parents/carers

**For more information on Support and Advocacy contact:**

Enquire, Princess House  
5 Shandwick Place  
Edinburgh EH2 4RG  
Helpline: 0845 123 23 03  
Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://www.enquire.org.uk)

**For local advocacy contact:**

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

Scottish Independent Advocacy Alliance can be reached at:

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

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

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### **43 Public Liability Insurance**

Aberdeenshire Council holds third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claims Handling Agents and compensation is dealt with on a strict legal liability basis. This means that there is no automatic compensation, the Council has to be found negligent in order for any compensation to be offered by our Insurers and / or Claims Handling Agents.

### **44 School Off Site Excursion Insurance**

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

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.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers. Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

Please be advised, however, that the Duty of Care aspect below is not insurance related:

#### **Duty of Care**

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils.

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

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#### **45 Data we hold and what we do with it.**

As you are aware the new General Data Protection Regulations (GDPR (EU) 2016/769 came into force on Friday 25<sup>th</sup> May, 2018. This change to the law gives parents/carers and young people greater control regarding how their personal data is used.

Aberdeenshire Council is committed to full compliance with these regulations. When you are asked for information by Education & Children's Services, we will tell you why we are collecting the information, how long we will hold it and the legal basis for gathering this information. A Privacy Notice has been issued to all schools relating to the information we hold on yourself and your child/ward.

#### **46 The information we collect from you**

Aberdeenshire Council collects personal data and information about your child in order to provide your child with a school education.

We will normally only share information (other than in child protection situations) in order to provide services for your child as part of his/her school education. We collect special category data about your child and process this because it is in the substantial public interest.

The information held by Aberdeenshire Council is used to assess, plan, coordinate, deliver and quality assure the education services to your child. The Council does not use an automated process for making decisions about your child or the services required; decisions are made with you. We will keep this information for a period of 5 years from the maximum school leaving age of your child, as required to by The Pupils' Educational Records (Scotland) Regulations 2003, unless we have a legal responsibility to keep the information for a longer period of time.

#### **47 Your Data, Your Rights**

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at: <https://www.aberdeenshire.gov.uk/online/legal-notices/>. Alternatively you can contact the Council's Data Protection Officer by emailing [DataProtection@aberdeenshire.gov.uk](mailto:DataProtection@aberdeenshire.gov.uk) or in writing at: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

You also have the right to make a complaint to the Information Commissioner's Office, ([www.ico.org.uk](http://www.ico.org.uk)). They are the body responsible for making sure organisations like the Council handle your data lawfully.

#### **48 Legal Basis for Processing**

The Council, as an Education Authority, is legally required to deliver an education to your child under the terms of the Education (Scotland) Act 1980 as amended.

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## **49 Parental Access to Records**

Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 2018. An Access Request is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

<https://ico.org.uk/your-data-matters/>

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

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

## **50 ScotXed**

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

## **51 Information Sharing**

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 2018 and Human Rights Act 1998 adheres to this as part of our current routine practice.

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# Appendix

## **School Improvement Plan**

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

## **Members of Parental Groups**

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

## **Stats for attainment etc**

ACEL Data

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

Senior Phase:

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

## **School Events Calendar & holidays**

<http://mackie.aberdeenshire.sch.uk/>

Please also find a link to the annual holiday calendar:

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

## **Year/termly plan of learning**

Please also find a link to the annual holiday calendar:

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

## **Map of catchment area**

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