



From mountain to sea

Mackie Academy School

Handbook 2019/20



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

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<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 is a non-denominational school with a role of 1161. The school catchment area stretches from Netherley in the north to Johnshaven in the south and from Glenbervie in the west.

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

SCHOOL HOURS

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

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

Mackie Academy Staff List:

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

Our Vision, Values and School Ethos

Aims of Mackie Academy

Mackie Academy is a learning community whose duty is:

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

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

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

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

SCHOOL ASSEMBLIES

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

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

WORKING TOGETHER

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

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 procedures at all times. We will not smoke; we will not swear and we will not shout on the premises.

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.

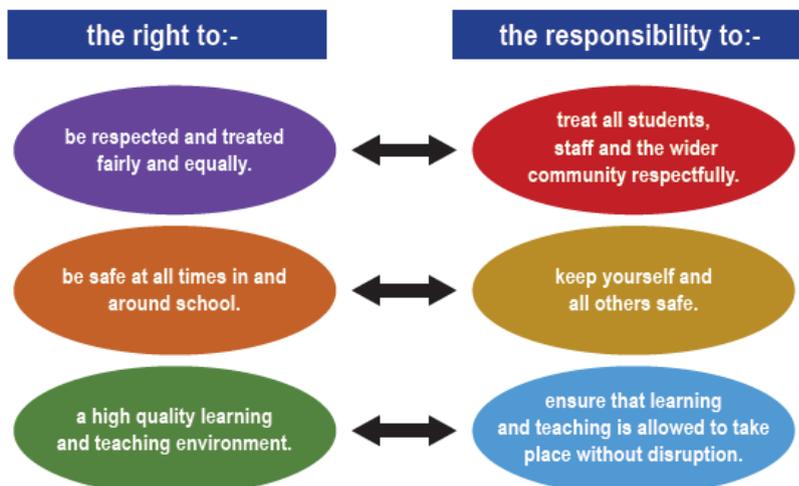
Effective behaviour management is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility as a learning community. Pupils, parents and teachers all have an important part to play in achieving this atmosphere and 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:



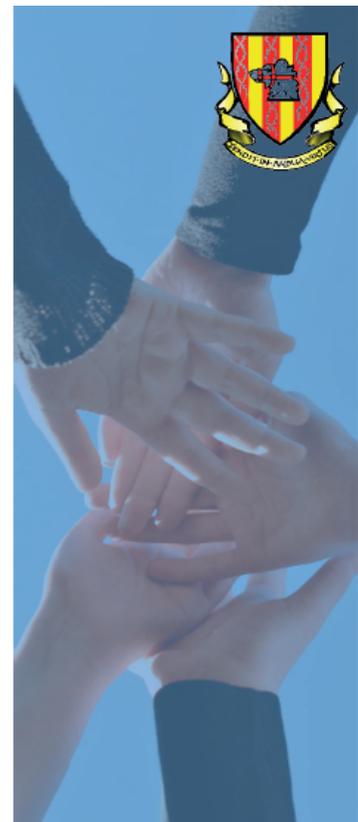
MACKIE ACADEMY

OUR SHARED EXPECTATIONS

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



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



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

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

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

Promoting Positive Behaviour

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

Mackie Academy has a very active and successful 'House System'. On entry to school each pupil is allocated to one of five Houses – Cowie, Dunnottar, Fetteresso, Swanley or Ury. Every session, there is a programme of Inter-House competitions with points awarded for each activity. Activities wide-ranging and include a spelling bee, a quiz, a 'countdown' style activity and a cheerleading contest. An inter-house activities committee, involving staff and senior pupils, meets regularly to plan, co-ordinate and review activities. Pupils are encouraged to suggest activities.

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

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

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

BULLYING

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

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 young people inhabit a school environment. An occasional incident/argument between two young people is **not** bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is **not** bullying. Instead, these are examples of relational conflict between young people and will be dealt with using restorative approaches to repair the relationships between those concerned.

Bullying is characterised by its persistent, sustained and deliberate nature. 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 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

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.

To achieve these aims, Mackie Academy adopts a restorative approach to relationships between all people in the school community. The aim of restorative approaches is to build community, and to manage conflict by building and maintaining relationships, and repairing the harm of wrongdoing.

Mackie Academy is obliged to meet the requirements of the Equalities Act 2010. This includes the responsibilities to tackle unlawful discrimination and promote and encourage equal opportunities.

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.

Advice for Parents/Carers

Bullying in school

If your child reports that they have been involved in a bullying incident during the school day then please contact your child's Pupil Support and Attainment Teacher (PSAT) for support, via phone or email.

Bullying outside school

Incidents which take place outside the school day, even if they are between Mackie Academy pupils, are not the responsibility of the school.

If required, these can be reported to Police Scotland via the 101 number.

In cases where bullying incidents have taken place outside school, we would ask that parents/carers inform their child's PSAT to make us aware. This will allow us to monitor the situation between pupils in school and take action if incidents occur during the school day.

For further information the Mackie Academy Anti Bullying Guidance document, last updated in January 2019, is available on the school website.

Curriculum

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

Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. We will, therefore 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 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

Curriculum Design

Our curriculum is designed on the basis of the following 7 principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

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, including Foundation Apprenticeships, alongside the more traditional qualifications.

Further information for parents on Foundation Apprenticeships can be found at <https://www.apprenticeships.scot>

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

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

Curricular Levels

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

DEVELOPMENT OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES

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

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

See Aberdeenshire Council Policy at www.aberdeenshire.gov.uk/about/equality.asp

PROVISION OF RELIGIOUS OBSERVANCE IN SCOTTISH SCHOOLS REVISED GUIDANCE MARCH 2017

Religious Observance is defined as follows:

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

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

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

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

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

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

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

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

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

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

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

EXTRA CURRICULAR ACTIVITIES

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

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

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+2 Language Learning

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

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

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

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

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

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://www.sqa.org.uk/sqa/58062.3806.html?pMenuID=5605>

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

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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

Transitions (Moving On)

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

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

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

Visit Parentzone for more information about transitions:

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

1 Admissions

Nursery Admissions.

Early in each calendar year, all parents/carers should complete an application form and submit this to the nursery of their choice. This can be your local school nursery or any other early learning and childcare setting within Aberdeenshire. 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/>

To view the school catchment area for your address, go to:

<https://aberdeenshire.gov.uk/schools/school-info/admissions/school-zones/>

2 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:

[Out Of Zone Placing Request Policy & Procedures](#)

3 Skills Development Scotland

Skills Development Scotland (SDS) is Scotland's careers service.

Qualified SDS Careers Advisers work in schools and careers centres across the whole of Scotland. The SDS Careers Adviser in our school is Mhairi Scott-Bennett. Contact with the Careers Adviser should be done through the school.

Careers Advisers will meet with young people to help them make decisions about their future career pathway. Alongside other school staff, Careers Advisers are involved in supporting young people through subject choice at relevant stages in their education. This may involve working with individuals one to one, or with groups or classes. Young people can continue to access support from advisers when they leave school, through the Career Centres in Peterhead, Inverurie and Aberdeen.

Support for Children and Young People

4 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.

Aberdeenshire's schools play a key part in delivery of Aberdeenshire's Children's Services Plan.



Its vision is that:

'Our commitment to Aberdeenshire's children and young people, is to provide them with the right support, in the right place, at the right time.'

In helping them reach their individual potential and goals, we will work together to make Aberdeenshire the best place in Scotland to grow up'

You can find out more about our Children's Services Plan at:

<http://www.girfec-aberdeenshire.org/who-we-are/our-childrens-services-plan/>

5 Wellbeing

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 our school to feel happy, safe and supported to fulfil their potential.

Secondary – Pupil Support and Attainment Team (Guidance) and Depute Head Link

GUIDANCE	
Principal Teacher Pupil Support and Attainment Cowie House	Duncan Whyte Fiona Stark – Depute Head
Principal Teacher Pupil Support and Attainment Dunnottar House	Elaine Davidson Kathryn Thoires – Depute Head
Principal Teacher Pupil Support and Attainment Fetteresso House	Laura Craig Laura Larkworthy – Depute Head
Principal Teacher Pupil Support and Attainment Swanley House	Jill Black Fiona Stark – Depute Head
Principal Teacher Pupil Support and Attainment Ury House	Fiona Beeley Alan Tullock – Depute Head

6 Children's Rights

The Children and Young People (Scotland) Act 2014 included new law to help make sure children's rights are promoted across Scotland. Children and young people's rights and participation are promoted in lots of different ways by schools in Aberdeenshire.

This means we:

- Raise awareness of Children's Rights, and how rights can be accessed
- Provide opportunities for children and young people to get involved in decision-making
- Make sure children and young people's views influence how we develop services
- Support children and young people to express their views (where needed)
- Listen to children and young people's views on what we do well, and what we could do differently

Aberdeenshire Council has endorsed a Children and Young People's Charter. You can find out more about Children's Rights and opportunities for participation at:

<http://www.girfec-aberdeenshire.org/home/children-and-young-people/>

7 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. From birth to prior to starting school, the Named Person Service is provided by your Health Visitor. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

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

The Named Person can help by:

- Providing advice, information or support
- Helping a child, young person, or 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. The Named Person Services is currently delivered on a national policy basis.

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

<https://www.gov.scot/policies/girfec/named-person/>

8 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 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/>

9 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/>

10 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

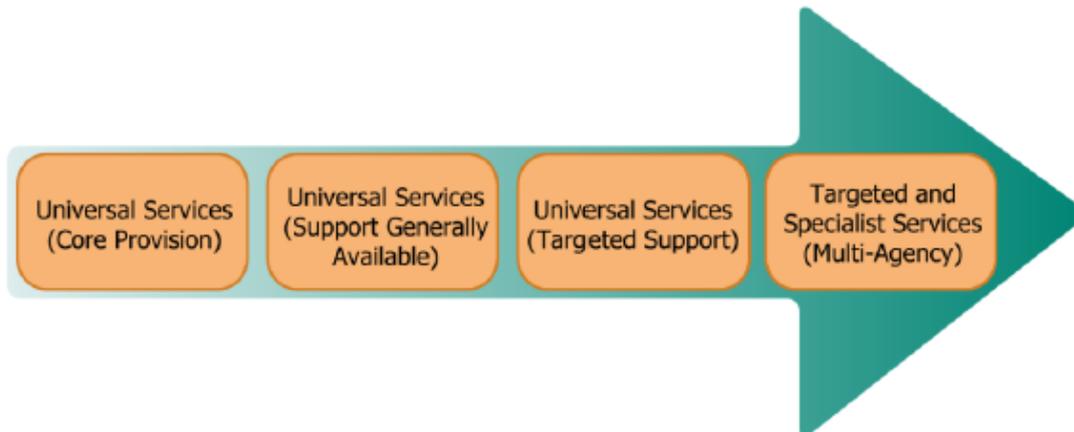
Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they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

11 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 wellbeing need or risk identified. These children may require a level of targeted support, which needs to be coordinated on a single or multi-agency basis through a Child's Plan.

Where a child or young person needs one or more targeted supports, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment using the National Practice Model (My World Triangle/Resilience Matrix) would help to identify any wellbeing needs (*Safe, Healthy, Active, Nurtured, Achieving, Resected, Responsible, Included*), and highlights strengths and pressures in the child's situation. Families are fully involved as key partners in these 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 be identified to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire *Getting It Right for Every Child* Website:

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

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

Within our 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.

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:

You can speak to designated staff in our school

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/>

13 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 – National Parent Information Service and Helpline

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

Parent & Carer Involvement and Engagement

The term “parents” refers to anyone with parental responsibilities and others who care for or look after children or young people.

Both globally and nationally it is recognised 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.

Parental Involvement and Engagement Strategy The Parental Involvement and Engagement Strategy demonstrates the commitment by Aberdeenshire Council to improve the quality and the extent of all parents’ involvement in their child’s learning and the important role they play in their child’s education.

The plan sets out a vision for parental involvement and engagement for the next three years and covers a journey that a child takes from pre-birth to age 18. It highlights the leadership of those who make the difference day in and day out.

<http://publications.aberdeenshire.gov.uk/dataset/parental-involvement-and-engagement-strategy-and-action-plan/resource/02c6596e-8cba-42c7-b28a-ee64086ea42>

14 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.

15 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 Further Information).

16 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.

At our 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

www.mackie.aberdeenshire.sch.uk

17 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 Paula Durward or Head teacher for more information about getting involved in the Parent Council or email: MackiePC@hotmail.co.uk

18 Parents and School Improvement

Our 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. In our 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

19 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.

20 Collaborating with the Community

We 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

21 Addressing Concerns & Complaints

Aberdeenshire Council recognises the vital role that parents play in supporting their child's learning and is committed to fostering positive relationships with parents. No matter how strong partnerships are, or how good our policies are, sometimes things can still go wrong and there may be occasions where parents wish to express unhappiness or dissatisfaction with council services, policies or staff behaviour.

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

When a complaint is made it must be handled in accordance with the Complaints Handling Procedure which provides two opportunities to resolve issues internally. In order to maintain positive relationships, it is usually better for all if parental concerns or complaints can be resolved at school/ early years setting level as quickly as possible.

If a concern or complaint cannot be resolved at frontline resolution (Stage 1) then it will progress to Investigation (Stage 2) and a detailed investigation into the matter will be carried out. Complaints that are complex, serious or high risk and require detailed, lengthy investigation may be dealt with at the Investigation Stage from the outset.

Once the two internal stages of the Complaints Handling procedure have been exhausted, the complainant must be directed to the Scottish Public Services Ombudsman (SPSO) to carry out an independent external review of the process. The SPSO is the final stage of the complaint procedure.

Once the SPSO reaches a decision they may contact the council with recommendations for improvement and will provide dates by which the recommendations must be implemented. The council is required to report back to the SPSO and evidence that the required action has been taken.

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 www.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/>

22 Attendance

PUNCTUALITY

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

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

PUPIL ABSENCE PROCEDURES

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

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

Attendance and Absence Procedures

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

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

Unplanned Absence

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

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

- If your child is unable to attend school through illness/other reason please telephone the school between 8:15am and 8.40 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school. (Even though you have contacted the school by phone, a note is still required on the pupil's return to confirm the reason for and duration of the absence.)
- On your child's return to school a note should be provided to their 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

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

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

For medical or dental appointments, the school office should be informed beforehand in writing. Pupils should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place 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.

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

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

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

The school follows the Aberdeenshire Attendance Policy:

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

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

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

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

23 Holidays during term time.

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

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

24 Dress Code

Pupils, parents and staff were involved in choosing the current dress code and the items have been selected so that pupils clearly identify with the school.

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

BLAZER	<p>Black with integral academy badge on pocket.</p> <p>All pupils in a leadership position within the school are expected to wear a blazer as are any pupils who represent the school on official business.</p>
TROUSERS	<p>Black trousers - no leggings, jeans or jean-like material allowed. Style should be suitable for a working environment. Black, tailored knee length shorts can be worn.</p>
SKIRT	<p>Black skirt – style should be suitable for a working environment.</p> <p>The expectation is 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. If skirts are indecently short pupils will be challenged on this for their own health and wellbeing.</p>
SHIRT	<p>White shirt buttoned to the neck. No polo shirts. Girls can wear fitted shirts. Shirts can be short or long sleeved but not sleeveless.</p>
TIE	<p>Official Academy ties for S1-S3 or S4-S6.</p> <p>It is expected that all students will wear a tie. Ties can be purchased from the school office.</p>
JUMPER	<p>Plain black to show the school tie.</p> <p>The style of jumper can vary but the school tie must be visible and there should be no large logos or designs on the jumper.</p> <p>Cardigans are allowed if they do not fall lower than the blazer and are plain black.</p> <p>No hoodies are allowed in school even if they have been purchased for a school trip or sports team. If pupils persist in wearing a hoodie it will be confiscated and returned to parent(s).</p>
TIGHTS	<p>Black or neutral</p>
SHOES	<p>Black, low heeled shoes; boots or boot style shoes are allowed during weather that requires such footwear. Trainers, if worn, should be plain black.</p>
JEWELLERY	<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>

	Clear retainers can be worn in facial piercings if necessary. No piercing or retainer can be worn in the tongue for health and safety reasons.
HAIRSTYLES AND MAKE-UP	Hairstyles should be suitable for a working environment and it must be accepted that in certain work environments e.g. Technology and Science long hair will need to be tied back. Make up should be discreet and in line with a working environment. Nail varnish can be worn but it must be accepted that in certain work environments it is not appropriate e.g. Home Economics.
PE KIT	Plain T-shirt Plain white or black shorts Plain black tracksuit trousers Plain black leggings Jumper or hoodie (for outdoor activities only)

NOTES:

Shaded items can be obtained from the school supplier only and can be ordered online or through the school. The school's provider is Logoxpres (<http://www.logoxpres-schoolwear.co.uk/>). All other items can be purchased wherever parents and pupils wish to do so as long as they meet the school's requirements.

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

All pupils should come to school in their school uniform and bring their PE kit with them to school. This is to ensure that pupils have the correct school uniform to change into once their PE lesson has finished. Pupils who have PE last period in the afternoon can go home in their PE kit if they wish.

Any uniform infringement will be registered with the Guidance (Pupil Support) Teacher of the student; a uniform card will be provided and the student will have time to rectify the problem. If this does not happen parents / carers will be contacted by the Guidance (Pupil Support) Teacher of the student. It is the responsibility of all staff to be consistent in their approach to school uniform.

If any parents / carers have any concerns about uniform then their first point of contact should be the Guidance Teacher of their child.

HOW TO ORDER YOUR UNIFORM:

Please go to the school website. Information relating to school uniform can be found under the information tab for Parents at:

<https://mackie.aberdeenshire.sch.uk/mackie-academy-uniform/> and the Logoxpres icon can be found on the front page of the website.

PE KIT

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'.

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.

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.

25 Clothing Grants

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

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

26 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. Pupils will be assigned a collection point, in villages and towns and where safe to do so, pupils may have to walk up to 1 mile to the nearest collection point. Pupils who reside in rural locations are usually collected at the nearest adopted road to them (track end or roadside). School transport vehicles will not use private unadopted roads or tracks. It is the parent's responsibility to escort the pupil to and from their collection point Application forms for free transport, Form PTU100 can be obtained from the school office.

27 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. There are 3 types of privileged transport available.

In-zone Privileged transport

Pupils who attend their zoned school but do not qualify for free school transport due to their residence being under the qualifying mileage can apply for In-zone privilege transport. If there is suitable seating capacity available and an existing route then the application should be approved, if there is not and there is a safe walking route available to the pupil, then it may be rejected. Please also note that if seating capacity is needed for a pupil who is entitled to free school transport, In-zone Privilege pupils may be given written notice and removed from transport.

In-Zone Privilege Transport – Guaranteed

Pupils who attend their zoned school but do not qualify for free school transport due to their residence being under the qualifying mileage can apply for In-zone privilege transport. If there is no safe walking route available to the pupil, they are guaranteed a seat on transport by applying for an In-zone Privilege pass and paying the applicable annual charge. A pupil who is guaranteed in-zone privilege transport would not be removed to make room for a pupil who is entitled to free school transport.

Out of Zone Privilege Transport

There is no transport entitlement to pupils who attend a school which they are not zoned for. Pupils may apply for Out of Zone Privilege transport; pupils are required to meet the nearest available school transport vehicle to them, and it is the parent's responsibility to bring the pupil to the nearest collection point. Out of Zone Privilege transport pupils may be removed, with written notice, at anytime for In-Zone Privilege and Entitled transport pupils

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

28 Early Learning & Childcare Transport

Transport to early learning and childcare 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.

29 Special Schools and Enhanced Provision

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

30 School Closure & Other Emergencies

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

If children are at school...

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

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

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

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

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

Before the start of the school day...

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

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

- **Northsound 1**
FM 96.9
 - **Northsound 2**
MW 1035 kHz
 - **BBC Radio Scotland**
FM 92.4 - 94.7MW 810 kHz
-

- **Moray Firth Radio**
FM 97.4 MW 1107 kHz
- **Waves Radio**
FM 101.2
- **Original 106 FM**

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

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

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

School Information Line

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

31 Storm Addresses

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

32 Change of address and Parental Contact Details

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

33 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.

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.

Bullying can be verbal, physical, 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.

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

Aberdeenshire Council Education and Children's Services Anti-bullying Policy is due to be reviewed and updated in 2019/20.

More information can be found in our 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>.

34 School Meals

Secondary School Lunches

Food services at Secondary schools provide a cafeteria style dining facilities with a range of freshly prepared meal options on offer. Secondary Meal Options and Prices 2019.

Alongside the main lunchtime service many schools offer a breakfast and morning break service. Items can be purchased individually or as part of a 'meal deal'.

Most schools also provide a Pre-order service enabling lunch to be ordered in the morning using an iKiosk unit. Orders are prepared, packaged and can be uplifted from designated pick up point within the school.

Vending machines are also available and provide a number of food and drink options.

Payment for School Meals

As with Primary schools a cashless catering system is in operation for payments to pupil accounts linked to NEC/Young Scot Cards. Pupils may put funds on their account using Revaluation units located within the school. The Revaluation unit also shows a pupil's current balance at any time.

Parents make payment online to pupil accounts at the school and are also able to view account balances and a pupil's purchase history 24/7 online.

For further information or questions please contact your school, school catering team or the Education Catering Service. Academy.meals@aberdeenshire.gov.uk

35 Healthcare & Medical

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

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

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

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

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

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

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

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

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

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

Please find the link below to our policy and guidance: Supporting Children and Young People with Healthcare needs and managing medicines in Educational Establishments

<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.

36 Exclusion

The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour. Where pupils who display behaviour, whereby attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there, and where other forms of support have proved unsuccessful, the Authority exclusion policy may apply. For further information on exclusions contact the school or go to:

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

37 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.

38 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/>

39 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/>

40 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.

Whilst the school will exercise reasonable care for pupils' property, it is inevitable that property will be lost or damaged from time to time. Pupils' property which is worn or brought to school or left in bags/cloakrooms is at their own risk. This includes but is not restricted to personal items such as jewellery, phones/tablets watches and bicycles. Aberdeenshire Council cannot accept responsibility for loss or damage unless caused by negligence of the school or staff.

41 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.

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. 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.

42 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 25th May, 2018. This change to the law gives parents/carers and young people greater control regarding how their personal data is used.

Digital technology has advanced greatly over the years and the Data Protection Act was also updated last year to take this into account and make it fit for purpose (Data Protection Action 2018).

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.

43 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.

44 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/data-protection/>. Alternatively you can contact the Council's Data Protection Officer by emailing 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). They are the body responsible for making sure organisations like the Council handle your data lawfully.

The Council is required where it is data controller under the GDPR to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of

complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible and easily accessible way and must be written in clear and plain language. There are a number of examples available on <http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notice>.

45 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>

46 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.

47 ScotXed

ScotXed is a term used to represent the Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate.

ScotXed have legal powers to request data with regards all children and young people being educated in Scotland's schools, with the information collected about pupils and staff in schools used to help to improve education across Scotland. They do not collect the names of your child/children and they do not receive any contact details the school may have for you (e.g. telephone number, email address), and no information is published or made publicly available that would allow your child/children to be identified. More information on what and why they need data about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

If you have any concerns around the national ScotXed data collections, you can:

- Contact the Data Protection & Information Assets team at the Scottish Government on dpa@gov.scot, or
 - The Head of Education Analytical Services, Mick Wilson, on at mick.wilson@gov.scot,
 - You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
 - Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.
-

Further Information

The links below take you to the most update to date information on these topics.

School Improvement Plan

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

Members of Parental Groups

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

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

Stats for Attainment

The Scottish Government have developed a “School information dashboard” that provides a range of statistical information about each publicly funded school in Scotland. This includes school attainment information about Curriculum for Excellence Levels Achieved (for primary and secondary schools) and attainment in National Qualifications.

The dashboards can be consulted [here](#)

School Events Calendar & holidays

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

Aberdeenshire Council School Holiday Calendar

<https://www.aberdeenshire.gov.uk/schools/school-info/school-term-dates/>

Map of catchment area

<https://gis.aberdeenshire.gov.uk/maps/map.aspx?geolocate=true&resolution=2&initialDialog=localKnowledgeDialog>
