



Inverurie Academy

Handbook

2016

This document is available on the school website and can be requested as a hardcopy.
Please contact the school office

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Inverurie
AB51 3PX

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Foreword

Inverurie Academy recognises that working in partnership with parents is essential to encourage young people to set high personal goals and ultimately, realise their potential. We are not only passionate about Learning and Teaching but committed to developing the skills and confidence that young people need to be successful in life and work. This prospectus has been compiled to provide some key information about the school, our procedures and aspirations for learners.

This handbook sets out the aims of the school and the range of courses on offer. In delivering Curriculum for Excellence, our learners follow a truly Broad General Education in S1 to S3, offering breadth and depth as appropriate. Our Guidance Teachers complete a series of learning conversations with pupils in their transition to senior phase. We appreciate this can be a sensitive and exciting time and fully engage with parents to ensure they are informed about these important decisions. A range of courses and tailored flexible pathways are timetabled in Senior Phase to best meet the needs of students. Aberdeenshire's Raising Attainment agenda is the focus of numerous assemblies and PSE lessons to ensure students are prepared for the challenge of public SQA examinations.

As the local community continues to grow, I hope the Frequently Asked Questions section addresses some of the queries our new families or parents of our associated primary schools may have. However, if there is aspect of school life which you would like to discuss then please do not hesitate to contact us where we can provide further information, arrange a tour or meet to discuss individual matters.

In my time here, I have been very impressed by the conduct of pupils and their commitment to learning. I am keen to work with our partners to provide the experiences and opportunities which motivate our pupils to become the best they can be.

Graeme Cowie
Acting Head Teacher

January 2016

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

Whilst all information in this booklet is correct at the time of printing, please note that it is possible that some information may change during the course of the year.

Section 1

General School Information

Contact Details

Rector Ms Linda Evans

Postal Address Inverurie Academy
Jackson Street
Inverurie
AB51 3PX

School Office 01467 621655

Absence Notification 01467 626399

Fax number 01467 624425

Web address www.inverurie.aberdeenshire.sch.uk

E-mail address inverurie.aca@aberdeenshire.gov.uk

Information Line 0870054499 (pin no 021060)
(please do not use this line to leave messages)

Adverse Weather and Emergency Closure

You can get information on whether the school is open or close by using the Information Line and pin number above, or by going to the following website:

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

For more information on adverse weather and emergency closures see page

Depute Head Teachers

Mrs Pauline Fraser
Miss Dawn Lynch
Miss Katie Arthur (Acting)
Mr Donald Hawkins

Guidance Staff

Mr Graham Hepburn (*Davah*)
Mr Alan Johnston (*Harlaw*)
Miss Sian Phillips (*Crichie*)
Mr Littler (*Barra*)
Mrs Debbie May (*Selbie*)
Miss Claire Taylor (*Selbie*)

Quality Improvement Officer

Mrs Fiona Cruickshanks
Education and Children's
Services
St Leonards
Sandyhill Road
Banff
AB45 1BH
Tel: 01261 813343

Contact details for Director of Education & Children's Services

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



School Background

Inverurie Academy is a six year comprehensive school, with over 60 teaching staff and around 900 pupils from S1 (First Year) to S6 (Sixth Year).

School Zone

Pupils attend the academy from one of our nine associated primary schools: Inverurie Market Place, Strathburn, Port Elphinstone, Kellands, Keithhall, Inch, Hatton of Fintray, Chapel of Garioch and Oyne. The move from primary to Inverurie Academy is made as easy as possible for our primary seven pupils. Pupils coming from the associated primary schools work through a preparation programme, culminating in a three day visit to the Academy in June, prior to their starting at the school in August.

A map showing the school zone/catchment area is included below. Please note that children who live within the school catchment zone are automatically entitled to a place in school. Please use the zone map to check whether or not you live within the Inverurie Academy catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to seek admission to the school. The main point to note is that out of zone admissions are not guaranteed and pupils out of zone are not entitled to free transport. They are also not guaranteed a place at Inverurie Academy and parents would need to submit a further placing request before transition to S1.



Parents or carers wishing to enrol their son or daughter in the academy should in the first instance contact the school office to make an appointment to meet one of the school's Depute Rectors. At this meeting parents will be asked about the pupil's previous educational experience, including any medical or special educational needs which are relevant to the continuation of their education. Where relevant the courses to be studied for SQA presentation will be discussed and agreed. Contingent on no complications pupils will be given a start date and time which will normally be within 5 working days of this meeting. Where possible, prospective pupils and parents will be offered a tour of the school.

Visits of Prospective Parents

Prospective parents can contact the School Office and request an appointment to come and visit the school and meet with one of the Depute Rectors. During this visit you will get a tour of the school and have an opportunity to ask any questions and discuss any particular needs for your child(ren)

Organisation of the School Day

Monday/Tuesday/Friday		Wednesday/Thursday	
8.40 – 8.50	Registration	8.40 – 8.50	Registration
8.50 – 9.40	Period 1	8.50 – 9.40	Period 1
9.40 – 10.30	Period 2	9.40 – 10.30	Period 2
10.30 – 10.50	Interval	10.30 – 10.50	Interval
10.50 – 11.40	Period 3	10.50 – 11.40	Period 3
11.40 – 12.30	Period 4	11.40 – 12.30	Period 4
12.30 – 1.20	Lunch	12.30 – 1.20	Lunch
1.20 – 2.10	Period 5	1.20 – 2.10	Period 5
2.10 – 3.00	Period 6	2.10 – 3.00	Period 6
		3.00 – 3.50	Period 7

School Uniform

School uniform was introduced for all pupils at Inverurie Academy in January 2000 and revised in January 2012.

Pupils at Inverurie Academy should wear either a white, navy or black polo shirt with the school badge or a white shirt/blouse and school tie. Pupils may either wear a sweatshirt which should be navy or black in colour with the school badge or alternatively a v-neck navy or black sweater with the school badge or with a shirt and school tie. Girls may wear a shirt and school tie with a black cardigan. Boys should wear black dress trousers and girls should wear black dress trousers, skirts which should sit at or be longer than mid-thigh or city shorts of a similar length. Black or nude tights can be worn with skirts or city shorts. Plain black footwear should be worn. This includes shoes, trainers or boots.

S4-S6 pupils may wear a black or navy blazer with a school crest.

School ties and crests for blazers are available for purchase from the Inverurie Academy school office. Other items of uniform may be purchased from Craigdon Sports, High Street, Inverurie and DFS, High Street, Inverurie.

INVERURIE ACADEMY SCHOOL UNIFORM

TOPS

Polo Shirts	white, navy or black with school logo unless worn with a sweatshirt/jersey with logo
Shirts/Blouses	white
Sweatshirt	navy or black with logo
V-Neck Sweater	navy or black with logo unless worn with a shirt and tie
Cardigan	navy or black
School Tie	navy
Blazer (optional for S4-S6)	black or navy with the school crest

TROUSERS/SKIRTS

Boys	black dress trousers
Girls	black dress trousers/skirt/city shorts with black or nude tights

FOOTWEAR

Plain black

Some families may be entitled to a school clothing grant. More information about this can be found on page pg68.

School Meals

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

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

http://www.aberdeenshire.gov.uk/schools/school_meals/index.asp

Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

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

Children who require Medically Prescribed or Modified Diets, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to accommodate these diets by

parent/guardian completing Admission Form D available from the school administration office.

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

There are two main catering areas with Inverurie Academy:

- The Dining Room
- The Barra Base

The Dining Room

Situated at the far end of the school, the canteen is open for breakfast, break time and lunch service. Pupils can choose from a wide daily selection paying individually for each item chosen. Catering provided includes both traditional meals and a range of tasty snack and hand-held options.

Regular theme days are a popular feature in the dining room and these can include Italian, Chinese and Home-made Burger Days. A combination of express style counters and cashless catering systems have helped to lessen queuing in the dining room.

The Barra Base

At the opposite end of the school the Barra Base is open at break time and also for lunch service. This is a less formal outlet mainly offering a range of tasty snack and hand-held options.

A pre order kiosk is located just outside the Barra Base. Pupils are able to order and pay for a snack lunch during the morning for quick collection at lunchtime. This is particularly useful for pupils who attend clubs and activities.

Vending machine facilities offering refreshments and snacks are available at the Barra Base and Dining Room.

Cashless Catering

The Academy moved to cashless catering in Spring 2012. This is a system allowing pupils and staff to pay for meals without handling cash at the Point of Sale (POS).

Pupils will use their National Entitlement Card (NEC) to be identified at the Revaluation Units and Point of Sale (POS) terminals. This is the preferred method.

Pupils and staff in Secondary Schools can be supplied with their own unique PIN number which gives them an alternative method of being identified.



At POS a photograph is displayed to identify the pupil/staff member. Our staff are then able to confirm that the correct PIN number has been used.

Payment

There are three options to transfer money to your child's NEC.

- a) Pupils can top up their cards at the revaluation units in the school.
- b) Via Cheque. Cheques should be made out to '**Aberdeenshire Council**' and submitted via the Catering Office. The full name and class of the pupil should be written clearly on the back of the cheque. This will enable the Catering Office to accurately identify the pupil account in which to place any payment by cheque.
- c) You may add monies or top up the balance of your child's Cashless Catering account via the Council's website. This saves your child carrying money to school.

To add money start by going on-line to:

www.aberdeenshire.gov.uk/schools/meals/secondary-school-meals/

- You will be presented with an online form.
- Enter your child's details into the form.
- You will be asked for your Debit/Credit card details and the amount that you wish to pay into your child's cashless catering account. Payment by credit card will incur an administration charge.
- Once you have completed all fields press **SUBMIT**
- Payment will be processed and you will receive a payment reference number via e-mail.
- Payment will normally reach your child's cashless catering account within 1 hour.

Benefits of Cashless Catering

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

To Obtain a School Meal

Pupil's present their card or enter their PIN number at the point of sale till. A display will show the server the pupil's name, photograph, class and current cash balance held within the system.

The selected food items will be entered into the system and the amount spent and new cash balance will show up on the display.

A display at the point of service till allows pupils to see their total spend and balance.

Information for pupils entitled to 'Free School Meals'

The system works the same for all pupils whether they pay or qualify for Free School Meal entitlement. Every pupil has their own unique account for using the system.

The amount allocated for the Free School Meal will be entered into the system by the software daily and will only be accessible at dinner break.

A pupil can also add extra cash onto their card by using the same methods as other users to enable them to purchase additional items throughout the day.

For more information on free school meals see pg 68.

Attendance Procedures

We believe that good attendance is vital for our young people's success in and beyond education. There are clear links between good attendance and good attainment. We all - parents, teachers and society as a whole - have a responsibility to encourage the positive attitude towards learning which will result in good attendance.

Parents have a legal responsibility to ensure that their children attend school. If parents wish children to be absent for a family or personal reason, they should make this request in advance by writing to the appropriate Principal Teacher of Guidance. The school has the right to refuse an absence request should the pupil have unsatisfactory records in performance, attendance and/or behaviour.

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, e.g. sporting events 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. Should you wish to remove your child from school to attend a family holiday you must request permission from the Head Teacher. 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.

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

- For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place outwith the school day.

We monitor attendance very carefully through period by period attendance checks. We use an information management system called SEEMiS to assist us with this. Prolonged absence, unexplained absence, truancy or other concerning patterns of absence are referred for investigation and follow up. Parental support is an essential part of helping pupils to resolve issues surrounding poor attendance.

Inverurie Academy has an annual attendance rate of around 90%. Pupils with high absence rates receive particular support and attention from Guidance staff. It is important that a reason for each absence is provided. Absences which are not explained may be changed to a truancy coding in line with guidance from the Scottish Executive.

Communicable/Infectious Diseases

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

Punctuality

We place high value on punctuality. Arriving on time ensures that all pupils gain maximum benefit from their lessons. Questions about punctuality are almost always asked when employers or colleges/universities ask for a reference about a pupil. We would ask that you work with your son/daughter in order to establish good habits. Pupils who arrive late in the morning are asked to attend a short 10 minute detention at lunchtime on that day in order to give time to reflect on the reason(s) for the lateness, and to plan to avoid this in future. Parents/carers of pupils who are persistently late will be invited in to school to discuss the reasons for this, and to identify steps which can be taken to prevent this.

Keeping in Touch - Reporting Pupil Absences

The school has installed a dedicated answering machine to record absence messages. The number is **01467 626399**. All absences should be reported to this number between 8.00 am - 8.30 am. Please keep your message brief and only include the following information – pupil name, register class and reason for absence.

If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the

school before the beginning of the afternoon session to inform a member of staff. When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school. On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

If your son/daughter does not arrive in school, we will contact you via text message to let you know this as soon as possible. If you get a text message to say that your son/daughter has not arrived in school, please telephone the school on **01467 621655** to give the reason for the absence or to discuss any worries that you may have.

To allow us to contact you urgently, we need all parents/carers to provide a mobile phone number. The number needs to be one which accepts texts messages and although this will usually be a mobile phone, it can be an ordinary digital phone. The main purpose of this service is to ensure that all pupils remain safe, and to support improvements to timekeeping and attendance. The system may also be used for urgent messages e.g. an alert that the school is closing early due to poor weather. It is very important that contact numbers are kept up to date. Please remember to let the school office know if your number changes at any time. All text messages sent from school will display +447624810410 at the start of the message. The SEEMiS system allows us to be sure of when the message has arrived in your phone, and when you have read it.

To summarise:

- **If you know your child is going to be absent from school please let us know in advance by letter, or by calling 01467 626399.**
- **Should your child be absent with no prior notification you will receive a text message to the phone number you have provided.**

If you have any queries about the SEEMiS system please feel free to contact the school.

Aberdeenshire Council Guidance on Schools Closures

School Closure Due to Bad Weather or Other Emergency

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

Parental Role

We would like you to:

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

Also:

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

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

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

When will schools be closed?

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

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

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

Secondary Schools

Because of the large number of pupils in Secondary Schools, it is impossible to inform all parents in advance of emergency closures and schools may dismiss pupils without first contacting parents. Individual schools will let parents know of any local arrangements.

School Closure Information

In any school closure emergency (snow or otherwise) we would like to be sure that when pupils are sent home they can gain access to the house or they have a friend or relative they can go to if parents are at work. In the event of severe weather some buses may not run. If this happens please do not bring your son or daughter into school as we will have no way of getting them home in the event of an early closure. Any change in emergency addresses should be notified to the school to ensure that each pupil can be accommodated in Inverurie if necessary.

There are four options for finding out whether or not the school is open or closed:

1. Telephone Information Line

The line can handle 10,000 calls per minute. The number is **0870 054 4999**. You will be asked for the school PIN number. It is **021060**. Once the PIN number is entered, simply follow the instructions (you need a push pad telephone to do so).

During bad weather information will be updated each evening at about 6.00pm, or as often as is appropriate.

2. Website

www.aberdeenshire.gov.uk/closures

The website is easy to use and information will be updated at regular intervals.

3. Radio Announcements

Local radio stations often announce school closure information. The website above is linked to these radio stations, and when the school updates are automatically e-mailed to them.

The radio stations are:

BBC Radio Scotland	FM 92.5-94.7
	MW 990
Northsound 1	FM 96.9
Northsound 2	MW1035
NECR	FM102.1
Waves	FM101.2
Original 106	FM 106

4. Text Messaging

You may receive a text message from the school in the event of an emergency school closure.

What Education Might My Child Be Missing?

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

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

School Transport

The Council provides free transport for all secondary school pupils who live over three miles from school. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport.

Privilege Transport

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

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

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

Pupil Contact

Parents are asked to contact their children during the school day through the office staff **only** in cases of emergency. With over 900 pupils in school, it is very time-consuming to seek pupils out. Delivering non-urgent messages can detract from the core tasks of the office staff.

Parents are asked **not** to contact their children by mobile phone during class time.

To ensure authenticity, parents are requested not to send absence notes by e-mail.

Mobile Phone Policy

As with all unnecessary equipment brought to school, we cannot guarantee the safety and security of mobile phones. If a pupil chooses to take a mobile phone to school it is his/her responsibility to look after it. Whilst the school would always condemn theft or vandalism, if a mobile phone were to be stolen, we would advise the pupil to inform his/her parent, and parents should inform the police.

If a pupil does take a mobile phone to school, it must be switched off and out of sight (ideally in a bag) at all times while the pupil is in school buildings. If a pupil takes their phone out, uses it in class, or should it ring during class, the phone will be confiscated by the teacher. The pupil may then retrieve it from the school office at the end of the school day.

If a pupil were to repeatedly have his/her mobile phone confiscated then it would only be returned directly to his/her parents with appropriate disciplinary action taken on the grounds of disruption to classes. The same would apply in any situation where a pupil was abusive, argumentative or aggressive towards a member of staff who confiscated his/her mobile phone.

Mobile phones must not be used to photograph or record images of fellow pupils or staff. Anyone using their mobile phone to harass, bully, harm, offend or abuse others, will face severe disciplinary action or even prosecution.

Section 2

Curriculum

School Ethos

Aims of Inverurie Academy

The aims of Inverurie Academy are based on our belief that the individual needs, abilities and aspirations of all young people should be respected. Our school motto on the crest is *SPIRITUS INTUS ALIT* which means: 'The spirit within sustains'. All young people should be given equal opportunity to learn and should be given support in learning. All young people are encouraged to be successful learners, confident individuals, responsible citizens and effective contributors.

We have a commitment to show our pupils the best we know, and to encourage them to be the best they can be. Many school-leavers report that the encouragement of teachers in helping them to do their best has been an important factor both in school and in their lives outside and beyond school.

Our priority is to equip pupils with the basic skills they need for life. In order to do this, we aim to provide the kind of interesting and stimulating environment which will enable pupils to realise their learning potential and lead to life-long learning. Confidence, and the ability to adapt to change are increasingly valuable attributes for young people in modern society. The school aims to develop these qualities, enabling our youngsters to make informed and intelligent choices throughout their future lives.

The school seeks to foster responsible social attitudes and an awareness of others. To this end we encourage honesty, self-reliance, self-control, consideration and courtesy as well as pride and neatness in person and work. To promote these values we provide an environment where pupils can see them being put into practice. Our values are particularly evident in the school's social, religious and moral education programmes but they are also evident in every course and extra-curricular activity we provide, and in the ethos that prevails in corridors and social areas.

The school values its close links with the surrounding community and each year we work to extend and enhance these. Although we are a non-denominational school we maintain close links with the various faith communities in our locality through our chaplain team. We are grateful that we can call upon the wide range of facilities that our community offers. We use local opportunities such as college links and work experience to enhance our learners' experiences. The school contributes to the artistic life of the community through school shows and events including a range of carol concerts. An annual 'Young Musician of the Year' competition is sponsored by the local Rotary club ensures that our talented musicians are given the opportunity to perform locally and on the national stage.

Inverurie Academy seeks to foster a working partnership between parents, teachers and pupils. With positive relationships we can better equip pupils to meet the challenges and take advantage of the opportunities that lie ahead. In aiming to help our pupils get the best out of themselves, Academy staff are keen to foster talent and ability wherever it appears. Pupils are encouraged to pursue their interests and talents as far as they are able, whether in the field of learning, sport, music, community involvement, business skills or any other area.

Positive Behaviour

Good behaviour is an essential aspect of a happy and successful school. Through our PSE programme, school assemblies and our pastoral support system, pupils are encouraged to develop positive relationships with each other and with members of staff. The school expects the highest standards of behaviour from its whole community. These expectations are shared with all members of the school. When conflicts arise the school works through them, often using a restorative approach to resolve issues.

We encourage all pupils to:

- Do as you would be done by
- Be polite to other pupils and members of staff
- Avoid any confrontation
- Avoid any behaviour, action, dress or manner which is
 - dangerous;
 - provocative;
 - causes offence;
 - prevents or disrupts others from doing work.
- Organise yourself so that you bring to school everything that is relevant to the school day, but nothing else.

For more information on our Behaviour Management Policy and how we support pupils please see Section 3 of the Handbook.

Curriculum

Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for curriculum design that are drawn from National advice but reflect our unique Aberdeenshire context. These principles are:

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

Curriculum Entitlements

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

- A cohort curriculum from 3 to 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

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

- Expressive Arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and Moral education
- Sciences
- Social Studies
- Technologies

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

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

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Digital Technology

School Policies

School and Authority policies are regularly being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school

office if you would like more information about current school or authority policies.

Curriculum for Excellence is structured into Different Levels

There are 5 curricular levels or stages which clearly set out learning progression for each child from 3 to 18 years through a series of 'Experiences and Outcomes' in each curriculum area.

Early First	Pre-school to P1 or later for some P2 to end P4 but earlier or later for some
Second	P5 to end P7 but earlier or later for some
Third and Fourth	S1-S3 (Many young people will be accessing Fourth level in S3)
Senior Phase	S4 to S6 in school, college, workplace or community

Pupils will develop skills for work, skills for learning and skills for life throughout the CfE programme.

- Young people are entitled to have a focus on personalisation and choice in their learning through a range of approaches, not just course choice. This is reflected in the emphasis on a broad general education in the first three years of secondary school leading into a new and revised Senior Phase for S4 to S6 pupils. The Senior Phase will be where pupils work towards SQA and other qualifications. There will be an extended range of opportunities to develop their skills and understanding further and the number of qualifications and experiences may be greater than in the previous system.

There is a wide range of on-line resources which parents, carers and young people can access to learn more about Curriculum for Excellence.

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatiscurriculumforexcellence/>
www.parentzonescotland.gov.uk

On the Education Scotland website you will find information about Parents as Partners, Building the Curriculum, Additional Support Needs, Early Years, Assessment and Reporting.

www.educationscotland.gov.uk

Assessment & Reporting

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment results are used to track

pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

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

Formative Assessment includes :

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

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

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, and samples of work sent home, through visits to school for open days and class assemblies and through visits to school for more formal parent interviews.

During parent interviews, information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home. Parents and pupils are invited to add their comments to these reports.

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

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

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

S1/S2/S3 – Broad General Education

In S1-S3 under Curriculum for Excellence, all pupils experience the 'Broad General Education'. This serves to provide pupils with the opportunity to become successful learners, confident individuals, responsible citizens and effective contributors. Pupils will be provided with skills to enable them to function effectively in the modern world

First and second year pupils will be taught in mixed ability classes and there will be more emphasis on interdisciplinary working than in previous curricula. Pupils will follow a common course based on a range of curricular areas, each of which has a set of specified experiences and outcomes.

All pupils will be given the ability at the end of their second year to personalise their own curriculum structure. They will choose courses from within each curricular area for study in third year which meets National and Authority Guidance. Decisions will be made with the help of subject departments, Guidance teachers, and, of course, parents. A core of Personal and Social Education, Religious and Moral Education and Physical Education, Mathematics, English and a Modern Foreign language will be followed by all pupils. A pupil's curriculum will be completed by pupils taking options from all other curricular areas.

The partnership between home and school is vital at this stage. Parents are very much involved in helping pupils to decide on what is best for them. In giving advice, Guidance staff take account of their pupils' interests and abilities and their levels of attainment in S1 and S2. All of this is explained in our personalised 'Options' booklet.

Pupils in S3 will mostly be working at Curriculum for Excellence level 4. This level equates with the work of the National 4 qualification so is a good preparation for pupils moving into the Senior Phase in S4. Pupils' work will be monitored, tracked and assessed with a report and a profile completed for all pupils.

Assessment for all three years of the broad general education will involve a variety of assessment techniques including on-going teacher assessment; practical investigations; oral presentations; performances; report writing and homework with more formal testing taking place at various times during the three years.

In addition to this, in September of S1 all pupils will be tested using an assessment run by Durham University's Centre for Educational Management. This testing is being introduced into all Aberdeenshire schools. The test acts as a baseline assessment of a pupil's ability and can be used as a tool in predicting future attainment.

Subjects Covered in Each Year Group

(a 32 period week, each period being 50 minutes long)

Subjects offered in S1:

- 4 periods English
- 4 periods Maths
- 3 periods Modern Foreign Language
- 4 periods Science
- 4 periods Social Studies (including 1 period of RMPS)
- 3 periods Expressive Arts
- 4 periods Technology
- 2 periods Business Education and IT
- 2 periods PE
- 1 period PSE
- 1 Period Universal Support

Subjects offered in S2:

- 4 periods English
- 4 periods Maths
- 3 periods Modern Foreign Language
- 4 periods Science
- 4 periods Social Studies (including 1 period of RMPS)
- 3 periods Expressive Arts
- 3 periods Technology
- 3 periods Business Education and IT
- 2 periods PE
- 1 period PSE
- 1 period Universal Support

Subjects offered in S3:

- 4 periods English
- 4 periods Maths
- 3 periods Modern Foreign Language
- 1 period RMPS
- 2 periods PE
- 1 period PSE
- 2 periods each for 4 personalisation choices, each from separate curricular areas (Sciences; Technologies; Social Studies; Expressive Arts)
- 2 periods each for 4 personalisation choices from all curricular areas

S4/S5/S6 – The Senior Phase

Pupils entering S4 will be following National 3, National 4 and National 5 courses. These new courses will build on the work of the Broad General Education offered to pupils in S1 to S3 through Curriculum for Excellence and they place more emphasis on pupils taking greater responsibility for their own learning. Pupils follow curricular choices specifically designed for their own needs and abilities.

Pupils in S5 and S6 will be following courses at Advanced Higher, Higher and National levels. Entry into Higher courses is usually prefaced by a good National 5 pass in the subject. Advanced Higher courses would require a

pass of at least grade C in the Higher of a subject, but experience informs us that for some subjects a B or an A pass in the Higher is a more reliable predictor as to how likely pupils are to succeed in the Advanced Higher.

Most courses for S5/S6 pupils will have 5 periods, or 250 minutes, of class contact. Advanced Higher courses will have less class contact time allocated to them, with the remaining time allocated to pupils' personal study of the subject. In S5 a pupil is usually expected to select 5 subjects to study. S6 students are likely to study fewer subjects, and use their non-contact time to undertake roles within the school which are described elsewhere in the booklet.

As pupils move into the Senior Phase, advice on course choices for pupils and parents will be given through an options booklet, meetings and information evenings to allow informed choices to be made.

SQA examinations take place in May and June. Parents will be informed at as early a stage as possible where a pupil is underperforming to allow for refocusing of the pupil or the possibility of changing subject level.

Subjects Offered in S4 :

All pupils study English, Maths and the core of RMPS, PE and PSE. Pupils will experience:

4 periods of English

4 periods of Maths

1 period of RMPS

2 periods of PE

1 period of PSE

5 periods each for 4 option choices - the options pupils will be able to select from will be National 3, 4 and 5 courses, and may include the following subject areas:

Biology	Chemistry	Physics	Art & Design	Drama
Music	Home Economics	Physical Education	French	German
History	Geography	Modern Studies	Woodwork	Metalwork
Engineering Science		Graphic Communication		
Religious, Moral and Philosophical Studies			Administration	
Accounts	Business Management		Computing Science	
Music with Technology				

Subjects Offered in S5/S6 :

As there will be a Senior Phase of S4 - 6, S5 and S6 pupils will access all of the National 3, 4 and 5 courses listed above and may also follow subjects at Higher and Advanced Higher. Further detail will be provided in the option choice booklet. Pupils will also have 1 PSE period and a mixture of PE, RME and Study periods to make up the 32 period week. The options pupils will be able to select from may include the following subject areas:

Accounts	Administration	Art & Design	Biology	Business Management
Chemistry	Computing	Drama	Engineering Science	English
French	Geography	German	Graphic Communication	Health & Food Technology
History	Maths	Modern Studies	Music	Philosophy
Physical Education	Physics			

Personal and Social Education (PSE)

PSE is taught throughout S1-S6. The age appropriate courses, help pupils develop some of the essential knowledge, understanding and skills required for life in today's society. These lessons cover many topics including – relationships, emotions, sex education, bullying, drug/alcohol education, study skills, careers advice and personal health issues.

Relationships, Sexual Health and Parenthood

Sexual Health and Relationships Education is an essential part of each child's education. It is taught with sensitivity and understanding, in a planned programme of PSE.

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

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

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

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

Parents who have any concerns about any aspects of sex education, or who would like more information about specific resources or programmes of work, should contact their child's Guidance teacher.

Drugs Education/ Substance Misuse

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in Aberdeenshire's Curriculum Framework 3-18. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly

within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

An effective Substance Misuse Education programme should aim to:

Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.

Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.

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

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

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

Religious Education

The subject of Religious, Moral and Philosophical Studies, which attempts to develop the pupil's awareness of himself/herself in relation to others, is usually attended for one period per week. If, for reasons of principle, a parent wishes to withdraw a pupil from Religious Education, arrangements should be made with the appropriate Principal Teacher of Guidance.

Local Investigations

Our courses may involve pupils being out of school to undertake a variety of projects. Whilst we endeavour occasions to contact parents for permission, there will be times when it is impracticable to do this - for example, when a teacher asks a group of pupils to go down town to conduct a survey. It is important for parents to realise that such activities take place. We encourage you to contact the appropriate Principal Teacher of Guidance should you have any questions or concerns.

Careers' Advice

Skills Development Scotland provides career guidance and career planning services to the school. The Careers' Adviser attached to the school is Ruth Berry. Ruth is an employee of Skills Development Scotland and can be contacted at Inverurie Careers Office, telephone number 01467 623623.

Careers Advisers/ Coaches work in schools with pupils from S4 – S6, and aim to help pupils to develop the necessary skills to make a well informed career decision and to make a positive transition to post school life.

The work of our Careers Advisers includes:

- Class talks to S4-6 groups to begin developing career management skills, and to promote 'My World of Work'.
- Seeing targeted pupils on a 1-1 basis for career planning support.
- Small group sessions.
- Lunchtime drop in sessions.
- Support during review or transition meetings.

All pupils are encouraged to do individual research using 'My World of Work'. Pupils who would benefit from 1-1 support may be seen once, or may be seen several times depending on their need. Pupils may request an appointment via their Guidance Teacher. Parents are welcome to come to the interview or alternatively to discuss the Career Plan which is given to the pupil following his/her interview.

Pupils can continue to access help offered by Skills Development Scotland after they have left school. Employment Advisers can help those looking for employment by matching them to notified job vacancies and Careers Advisers can assist them to reconsider career ideas (e.g. after publication of exam results or following a period in employment or further education).

To help senior pupils with career planning and choosing their degree courses, trips have been organised in the past to visit Aberdeen University open day, The Higher Education Convention and Glasgow University Open Day. Various open days are advertised in school and pupils are encouraged to visit any they are interested in.

Useful careers related websites are:

www.myworldofwork.co.uk

www.planitplus.net

www.abcol.ac.uk

www.banff-buchan.ac.uk

www.ucas.com

www.rgu.ac.uk

www.abdn.ac.uk

Essential Course Costs

It is necessary for the school to request a contribution to help cover the costs of the consumable materials in subjects such as Home Economics, Art & Design and Design Technology. Information regarding these costs is provided to parents/carers at the start of each session.

It may also be necessary to make a charge for the cost of participating in certain excursions and field trips. In these instances parent/carers will be contacted by the Principal Teacher/Faculty Head by letter.

Library

The aim of the school library is to support the teaching of the curriculum and to cater for the individual needs of both staff and pupils ensuring that a wide range of relevant resources are available. The Librarian prepares

information skills programmes in the techniques of enquiry and research. The Librarian works closely with teaching staff and is actively involved in the promotion of reading and preparing skills programmes. The atmosphere is friendly and welcoming and a level of discipline is maintained which ensures a positive learning experience for all.

From their first year in school pupils are taught how to select and utilise relevant resources. By the time they leave school in sixth year they will also be familiar with the extensive collection of careers' materials, and they will have had the opportunity to access resources from other libraries and computer databases.

S1-S4 pupils are given regular timetabled periods to use the library as part of the English curriculum. The Librarian works closely with the English Department to promote and develop reading skills. Pupils from all year groups regularly use the library for project work within subject departments.

Pupils are encouraged to use the library out with class time and the library is open to all pupils during interval and lunchtime for homework, quiet reading, use of the computers, Nintendo DS, or to take part in a club run by the library. The Library has access to the Internet and memory sticks are available for pupils to borrow.

Homework Policy

Homework can help to improve achievement and to raise attainment. It consists of activities which are meaningful and purposeful, and are designed to enhance the learning experience. Homework activities can encourage pupils to take more responsibility for their own learning, and can help to develop positive attitudes towards lifelong learning.

Homework also provides parents with an opportunity to take an active interest in their child's work. The key aims of our homework policy are as follows:

- To enable pupils to understand that independent learning is vital to achieving success;
- To provide opportunities for all pupils to fulfil their potential;
- To develop awareness in all pupils of the importance of life-long learning;
- To promote responsibility for learning;
- To promote a responsibility for learning within each pupil;
- To develop skills in relation to forward planning & organising time;
- To promote partnership with parents/carers and to provide opportunities for parents/carers to support learning at home.

There are a variety of reasons for providing homework, and also for deciding appropriate forms which might be used. Some of the purposes include:

- To provide pupils with practice and consolidation in aspects of class work.
- To allow preparation for future class work.
- To develop skills in accessing relevant information.
- To enable pupils to become independent learners.
- To encourage pupils to plan, manage their time and to develop good study habits.
- To provide opportunity to feedback on progress.
- To provide evidence for the evaluation of teaching.
- To foster a partnership between school and home.
- To provide parents an opportunity to share in their child's learning.
- To enable parents to be involved and informed about the type of work being undertaken in class.
- To encourage pupils to develop personal responsibility for life-long learning.
- To challenge and extend pupils across the full range of ability.
- To prepare for school assessments and examinations.

School Planners

To facilitate the homework process, each pupil is provided with a planner. These planners are funded by the school. However, lost planners must be replaced and there will be a charge of £1.50 for any replacement. Pupils should take their planner to school each day so that they can record all their homework tasks. The planners also have space for parent comment and signature and we would urge parents to help ensure that they are being used effectively by their children, by checking them on a weekly basis. The planner is also a useful check for parents to ensure that homework is done as completely and consistently as possible. Guidance teachers and Subject teachers are there to help with this and the subject of homework is covered in Study Skills classes.

It is hoped that parents will complement classroom activities by encouraging, listening to, and discussing homework with their children. Gradually, as pupils move through their school years, this process should result in pupils becoming increasingly responsible for their own work and learning.

We also now have an online system called "Show My Homework" set up for pupils and parents/carers to access information about, and resources for, set homework tasks. Pupils are issued letters with their log-in (and parent/carer log-in) details, but the information can also be viewed by filtering the information on the website without the individual log-in. The website can be accessed via the Show My Homework link on the school website, or by going to www.showmyhomework.co.uk.

National Qualifications Presentation Policy

Course Choice

The school should ensure that advice on choice of courses is designed to offer appropriate challenge and give the best possible chance of success to our pupils. SQA course choices will be made at the end of S3, 4 and 5. The Senior Phase Information Booklets describe appropriate entry levels for courses. It is important that pupils take courses that are at the most appropriate level. Guidance, Principal and Subject teachers offer support and advice to pupils and parents/carers to assist in making course choices.

The agreed course choice is communicated to parents through the Option Choice Form and any failure to reach agreement is identified by a letter - NQ Course Choice Advice Letter.

Careful consideration should be given to advice from guidance and subject teachers and must be given to requests to take 'new subjects'.

Monitoring and Assessment

a) Monitoring

It is important that progress in chosen courses is carefully monitored and any appropriate intervention is made at the earliest possible occasion. All interventions should be documented and shared with parents/carers, guidance staff and SLT where appropriate.

Pupils undertaking NQ examinations should be monitored in a systematic and continuous manner. Pupils failing to meet targets or keep on track should have strategies for improvement shared with them prior to any formal assessment being tackled. If the level of progress is beginning to cause concern, parents/carers will be informed through an NQ Concern Letter (a). Continued concerns about progress should then trigger NQ Concern Letter (b).

Any correspondence generated by the communication of concerns should be dealt with by the Principal Teacher Faculty and not the class teacher. If it becomes evident (based on tracking and/or assessment evidence) that a pupil is not following the most appropriate course of study, then the pupil's PTG will be informed and the procedure for changing level/course should be followed. Assessment evidence including class and homework as well as testing will help inform teachers' decisions about the appropriate course of action and advice to be given. In such a situation, it is clearly in the pupil's interests to move to a more appropriate course of study as early in the session as possible, however, it is important to wait before moving a pupil until confirmation is received from the PTG and parents.

b) Internal Assessment

Unit assessments will take place when staff feel that students have covered the necessary content and mastered the skills needed to pass the

assessment while taking account of SQA requirements and deadlines. Pupils will normally sit unit assessments under exam conditions; that is under supervision and in a quiet environment. Pupils should be given a minimum of one week's notice of assessment. Pupils are expected to take a unit assessment when they have demonstrated the required standard to pass. Advance requests to delay a unit assessment requires a written explanation by the pupil's parent to their Year Head.

Any pupil who misses an assessment as a result of illness must provide an absence note related specifically to the assessment. This will be given to the Faculty Principal Teacher. This will entitle the pupil to sit the assessment and to a re-assessment opportunity. The absence note should be kept in faculty records.

Pupils will be given feedback about their performance in the unit assessment in order for improvement targets to be set. Parents will be informed of any unit not passed by the PT of the faculty using the standard letter NQ Unit Reassessment letter; a copy of which should also be sent to the pupil's PTG and the Depute Rector with responsibility for Monitoring and Tracking. In these circumstances additional teaching, or other opportunities for pupils to improve the appropriate skills and knowledge, must be given before re-assessment takes place.

Re-assessment

The school will follow the advice given by SQA and the education authority as regards re-assessment. Pupils will be offered one opportunity for re-assessment. This will follow the student receiving detailed feedback on reasons for failing the assessment, appropriate intervention by the department and sufficient time being given for the pupil to make necessary changes. Given the importance of this re-assessment it should not be rushed in any way and should ensure that the student has the best possible chance of success. In exceptional circumstances it may be possible to offer a second re-assessment. These might include a family bereavement, significant illness or stress. In the first instance, the PT Faculty may decide on what constitutes "exceptional circumstances". In the event of a pupil / parent disagreeing with this decision, the SQA Co-ordinator and, if necessary, the Rector will be involved.

Failure of the re-assessment should be communicated to the pupil's PTG, who, in conjunction with the faculty PT, will discuss with the pupil the options that are available to them. These are clarified in standard letter NQ Change of Presentation Letter (a) which is used to inform parents. All advice must be supported by an appropriate range of formative and summative assessment evidence that suggests the pupil will not be able to cope with the work and assessments set in the course he or she is currently taking. If, after consultation, it is agreed that the student should change level or course the correct procedure for changing levels/courses should be followed.

The parents/carers of pupils who choose to continue in a course against recommendation, even though a full course award will not be possible, will be informed of this by standard letter NQ Course Choice Advice Letter being sent by the PT Faculty. Should the parent/carer disagree with the Course Choice Advice Letter they will be invited to discuss the matter with the PT Faculty and PT Guidance. If necessary the Year Head may be involved.

Conduct in exams / assessments

Pupils should regard all assessments in the same way as exams. The same standards of conduct are expected. PTs Faculty should inform the PT Guidance, the SQA Coordinator and the appropriate Year Head if any pupil is suspected of malpractice in any assessment. The SQA Coordinator will advise the pupil / parents of the incident and consequences in writing. It should be noted that any malpractice in a unit assessment may result in a pupil being withdrawn from the SQA exam.

Progress Reports

It is school policy to inform parents regularly of pupil progress and to do so in a meaningful way. In S1-S3 parents will receive a full report of their child's progress once a year. In S4-S6 parents will receive an interim report, which gives a brief overview of how they are progressing, and then a full report later in the year.

If you wish to request a progress report at any other time, then please contact your son's/daughter's Guidance teacher.

Parents' Evenings

Parents' Evenings establish an important link between school and the home. Parents can visit the school, meet members of teaching and Guidance staff, discuss general and particular problems, review pupils' progress, and consult the school Careers Adviser on careers and job prospects. These evenings are organised on an appointments basis. Exact dates for parents' evenings are included in a school calendar which is issued at the beginning of each session.

Unresolved Concerns

If the concern remains unresolved, you may ask the Guidance teacher to pass the matter on to the Depute Rector linked to your child's year group:

S1 / S4	Mr Don Hawkins
S2 / S5	Miss Katie Arthur
S3 / S6	Mrs Pauline Fraser

The Year Head will review what has already been done and take any further action if that is necessary. This will be reported back to you.

Should you remain dissatisfied with the response, please ask for the matter to be referred to the Rector, Ms Evans. The Rector will then

investigate your on-going concern and report back to you. We aim to resolve all concerns within the school, by school staff.

If, after this process, you are still dissatisfied with the school's response, the Rector will advise you to contact the appropriate Local Authority representative – the school's Quality Improvement Officer (QIO). This complaint will be recorded centrally on Aberdeenshire Council's complaints database.

In this situation, the QIO will assume responsibility for investigating the concern. Any further contact you make with the school about the matter will be passed to him or her. It would not be appropriate for us to respond to you directly at this stage unless directed to do so by the QIO.

The QIO will contact you to discuss your complaint and will advise you of the Council's complaints procedures. The QIO for Inverurie Academy is Mrs Fiona Cruickshanks, and she can be contacted as follows:

Mrs Fiona Cruickshanks
Quality Improvement Officer
Education and Children's Services
St Leonards
Sandyhill Road
Banff
AB45 1BH
Tel: 01261 813343

Concerns not involving your child

If you wish to raise such a concern, you can telephone the school and ask to speak to a Depute Rector, or contact us via e-mail at inverurieaca@aberdeenshire.gov.uk. Your concern will be dealt with and you will be given general feedback about any action taken. Confidentiality regulations prevent us from giving detailed feedback about individual pupils or staff. Again, we would aim to deal with your concerns at school level, but if you remain dissatisfied with the school's response, you should contact the QIO as indicated above.

Feedback Timeline

Investigating concerns fully and professionally takes time. We aim, however, to give initial feedback on any concern within two working days, whenever possible. Where a more detailed investigation or more detailed response is required, this will be provided as quickly as possible and usually within 20 working days. If and/or when the Rector becomes involved in dealing with unresolved concerns or particularly complex and/or serious concerns, written feedback will be provided within 20 working days. All complaints will be recorded and action taken will be noted.

Abusive Complaints

Many people find raising concerns stressful but most do so in a calm and reasonable way. If a complaint is made to a member of staff in an aggressive and/or abusive way, the member of staff will advise the caller

that the call will be terminated if this continues. Should this happen, the Rector will be informed and appropriate action taken, if necessary.

Additional Pupil Opportunities

The school offers a wide variety of wider curricular clubs and activities throughout the year. These can vary from sporting activities and teams, to music groups and bands, to modern languages clubs and discussion and debate clubs. We have a number of school trips that pupils can get involved in such as trips to see Rugby matches and Premiere League Football matches, and we have residential trips abroad such as the forthcoming West coast of America trip. In addition to this we facilitate pupils participation in a number of local events such as 'Safe Drive, Stay Alive,' 'So you want to be a doctor?' and Northsound Radio's 'Schools Energy Challenge'. The school also actively engages with local partners to offer an extensive range of activities. All of these opportunities take place out with the normal school curriculum and are organised and run by staff and parent volunteers, as well as our community partners. Sessions usually take place at lunch times or after the school day until 6pm. Late passes are available for bus pupils who use the main bus routes. Some examples of the opportunities available now follow.

Young Enterprise Scotland

As part of the Company Programme run by Young Enterprise Scotland, a group of pupils led by a Link Teacher and a business advisor start up a company selling either goods or a service. Each pupil takes on a specific role within the company and shares responsibility for its success. At the end of the year, the profits are divided amongst shareholders. This is a fantastic opportunity for pupils to become involved in an enterprise activity. Working together in this way develops communication skills and a high level of teamwork, and we are always impressed by the range of ideas generated by groups.

Community Service

At Inverurie Academy we try to involve as many of our young people as possible in community-minded activities throughout each year. In this way we can draw their attention to the fact that there are many people in this country and abroad who live with significant challenge. Pupils are sometimes asked to support fund-raising activities which range from local campaigns to national events. Recently, our pupils have supported organisations and campaigns including Action Aid, the Poppy Appeal, Cancer Research, Heart Disease, and Leprosy. In addition, on the last day of each term pupils and staff have the chance to dress down, or to dress up, paying £1 for the privilege. This non-uniform day raises a significant amount of money for charity.

By involving youngsters in as many of these activities as possible we hope to develop them as more caring citizens of the future.

Youth Philanthropy Initiative

The Youth and Philanthropy programme, (YPI), is delivered by the RMPS department and has a broad focus on Responsible Citizenship. YPI is a programme of the Toskan Casale Foundation and is funded in Scotland by the Wood Family Trust. S3 pupils are involved in identifying community needs, and researching grassroots charities that work to address those needs. They are encouraged to actively participate in developments by visiting their chosen charity and raising awareness of the work done and the positive impact made through the delivery of a group presentation. The course promotes a sense of responsibility, respect, and a commitment to building compassionate communities. Pupils work towards a final evening when the winning presentation is awarded £3000 to donate to their charity. Last session, pupils won £3000 to donate to the Inverurie Food Bank

Pupil Representation & Leadership Roles

School Council, House Councils and Prefects

Pupils are elected to the School Council and the five House Councils for a full academic session.

The **School Council** members are: the School Captains, the School Vice Captains and two representatives from each House (Barra, Crichtie, Davah, Harlaw & Selbie).

The **House Council** members are: two House Captains who are appointed by Principal Teachers of Guidance following a competitive interview process; and a class representative from each class in a House who is elected to the House Council by their register class.

Pupils are encouraged to raise issues through their class representative. Each Council meets seven times during the academic session with agendas and minutes shared in pupil locations across the school and feedback provided to the pupil body by their class representative.

Prefects are appointed from S5 and S6 year groups. Each House will appoint a maximum of 10 Prefects who are appointed by Principal Teachers of Guidance through an interview process. Prefect responsibilities include assisting with supervision at the Barra & Canteen eating areas during break and lunchtime; assisting at school events

Other Leadership Roles

There are also a number of other opportunities whereby pupils can get involved in leadership roles across the school.

School Captains and Vice Captains play a key role in the life of our school. Applications are submitted by S6 pupils and positions decided by an interview panel comprising school staff and a representative from the local community. Captain duties include: supporting and assisting senior management; representing the school on various forums (including the Parent Council); supervising and organising the prefect team; chairing the

school council; acting as a role model for the younger pupils; planning and running school events.

School Captains' View, 2015-2016 - Rhianne Ross & Greg Taylor

We are both privileged and honoured to have been presented with the role of school captains for Inverurie Academy during the school year of 2015/2016. Our 6 years at the school have been something to look back on fondly, and to have been given such an important role in our final year, is something very special. When we think about everything this school has to offer, the wide variety of opportunities presented to the pupils, we feel that Inverurie Academy is a place where pupils can excel and strive to do their best.

One of the areas the school takes great pride in is the Creative Arts faculty. We are very lucky in that we have many talented young people with a keen interest in performing. We have many groups varying from Concert Band to singers. After months of practicing they then come together in various productions throughout the year, which always receive a great turnout and response. Last year there was even the opportunity to go to Italy to perform several shows across the country as well as visiting the popular tourist attractions. As you can see, just like the rest of the school, there are many opportunities in the Music department for pupils to thrive.

In Inverurie Academy we are also very lucky in that we have many teachers willing to set up and organise clubs, both at lunch time and after school. Many of these take place in the library where our helpful librarian team have a range of opportunities from Movie Club to Homework Club or even just having a place to sit at lunchtime. Other clubs within the school include; Amnesty International, where you can learn about world issues and try to help certain causes, Banter Club, a place to go during lunch for fun and games, we also have many different sports clubs including Hockey, Running and Rugby. Our school has a very proud history when it comes to school football. In one case, we were the first school to win the league in every age group in Aberdeenshire and there have been many away trips for cup finals over the years which everyone has enjoyed being a part of. A recent addition to our collection of clubs is Rock Challenge. There is something for

everyone, of any age, to take part in, in Rock Challenge. This could be helping to create the set, designing and leading the lighting and sound, or dancing in the performance itself. In the years we have taken part, the school has been well represented by all those involved and we have picked up many awards for our final performance which takes place at the AECC.

There are also many opportunities to go on school trips, both locally and abroad. We can both speak from experience in this area as we were lucky enough to go to Paris as part of the Higher French class. This was a brilliant 3 days which everyone really enjoyed. Next year there is the opportunity to visit America, and the Modern Languages department are also running the Paris trip once again due to popular demand. Many pupils in our year also visited Iceland with the school, another example of the trips that the school has on offer.

For our final year we have been extremely busy both with classwork and extra-curricular activities. Along with the responsibilities of being School Captains, we are both members of a variety of different committees that are run within the school. During your 6th year at school it is encouraged that you get involved and take on leadership roles which allows you to give something back, which many do with great enthusiasm. This could be done through Prefect duties, Buddying or through involvement in the numerous committees we have on offer. We can say through the experience of working with the Charities Committee, Eco Committee, Young Enterprise, fulfilling our Prefect duties as well as our Captaincy roles, that we have had a brilliant opportunity to give something back.

Finally, we look back on our time at Inverurie Academy with nostalgia and knowing it has put us in good stead for life after school. We are truly grateful for the opportunities that have been given to us and we are glad we can give something back through our roles as School Captains.

Rhianne & Greg

Sports Captains: Pupils apply to be Sports Captains, and are appointed after a competitive interview process. Their main role is to organise sporting events and activities during the school year, and to help

encourage a healthy lifestyle. In particular they organise competitions between houses which help to develop a house ethos and identity.

Young Ambassadors: The key role of a Young Ambassador is to motivate and inspire other young people to participate in sport. They have a pivotal role within school and wider community. They are advocates, role models and leaders of other young people in school. They will reflect the views of other young people and will influence and shape decision making in sport.

They achieve this by:

- Raising awareness of opportunities to participate in sport in schools, clubs and community sports hubs.
- Promoting an active lifestyle
- Raising awareness of sport by using the excitement of all major sporting events
- Actively engage with other members of the Health & Wellbeing Pupils Group, and effectively ensure all members are working towards the school's aims

Sports Leaders: Sports leaders have undertaken training in generic and specific (Dance Leader) leadership skills. In particular they have developed key life skills such as organisation, communication and self-confidence. They are able to coach and lead small groups of people.

They achieve this by:

- Planning sports and physical activities and events for pupils in school and wider community
- Assist with delivery and lead sports and physical activities for pupils in school and wider community
- Raise awareness of opportunities to participate in these activities

Health and Wellbeing Young Leaders: H&WB Young Leaders will research and develop a project which aims to promote and improve aspect(s) of health & wellbeing within our school or the wider community.

They achieve this by:

- Planning a sustainable health and wellbeing project
- Evaluating the impact of the project.
- Encouraging young people in school to work together and discuss the importance of health & wellbeing
- Sharing good practice.

Peer Support

We also have roles which allow pupils to develop their interpersonal skills and provide support to their peers:

S6 Buddy Scheme: Our sixth year students have the opportunity to take on additional responsibility and give service to the school. One important role is to act as a 'Buddy' to new first year pupils at the start of their time at Inverurie Academy. Buddies are assigned to specific groups of first

year pupils. They get to know the new pupils during the important transition stage from primary schools to the Academy and build up a close rapport with them during their induction period in June. During the early weeks of the Autumn term this support continues with the Buddies collecting and delivering pupils from one class to another. This helps our new pupils to settle into the Academy and teaches them how to navigate the campus. The Buddies act as friends to the S1 pupils and deal with any problems the young pupils may have in a non-threatening manner.

Pupil Supporters: In addition to the opportunities listed above, S6 pupils often act as pupil supporters within classrooms. Senior pupils who have real talent and knowledge of a specific subject area often assist in younger classes. They may work on tasks with pupils in small groups, or on a 1 to 1 basis, spending time with them and explaining the work of the class when extra support is needed. This arrangement is of benefit to younger pupils and teaching staff alike, and gives pupil supporters an opportunity to learn how to assist others in their development.

Photography and Video Recording of Pupils

It is possible that pupils may be videoed/photographed in school. This could be as part of classroom activities, extra-curricular activities or press/public relations.

As part of the enrolment procedure in Aberdeenshire schools parent will be issued with a form requesting permission for the child to be photographed or filmed. Details of who has this consent will be made available to staff.

Section 3

Parental Involvement

Pupil Welfare & Support

Parental Involvement

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

Home/School Partnership

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

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

Parental Representation

Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum. The Parent Council assists the school in developing an annual improvement plan. They comment upon and add to the annual Standards and Quality Report and they provide an annual report for parents on their work throughout the year. You can find out more about your Parent Council by contacting the Parent Council Chair or the Head Teacher.

Inverurie Academy Parent Council

Inverurie Academy Parent Council is a group of parents, teaching staff, school pupils and community representatives who meet, once or twice each term, to discuss general matters relating to the school.

The role of the Parent Council is to support the school by encouraging links between the school, parents, pupils, pre-school groups and the wider community. It is a dynamic and interactive forum in which School representatives report, explain and seek opinion on School policies at teaching and management level, while parents have the opportunity to voice concerns and offer practical support. Pupil representatives offer perspective

on issues from their constituents, the pupils themselves. Parent members of the Council represent the views of the Parent Forum (i.e. all parent and carers of pupils at the Academy), and report back to parents on issues discussed at meetings. The involvement of community members promotes good local relations and draws in support from business and other community organizations. The local councillor provides direct access to the Education Authority and to Aberdeenshire Council generally.

Every member of the Inverurie Academy Parent Forum is welcome to attend the Parent Council meetings. Some people attend regularly, others come to discuss particular issues, and some attend only once to find out what it is all about. However, not everyone can attend meetings, and there are many different ways of becoming involved: you could help at or even organize an event in aid of school funds; you might have business contacts through which equipment, funds or training could be sourced; or you might be able to pass on useful ideas or resources that you have found helpful to your child's education. Everyone has something to contribute.

Further information about the Parent Council can be found on the Inverurie Academy website or you can contact our Secretary,

Pupil Welfare & Support

Aberdeenshire Council Education and Children's Services **Learning Support for Pupils**

Getting It Right For Every Child (GIRFEC)

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

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

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

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

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

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in

order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

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

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

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

<http://www.aberdeenshire.gov.uk/about/departments/girfec.asp>

SUPPORT FOR LEARNERS

Additional Support Needs

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

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

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

Educational Psychology

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

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

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

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

Further information about the educational psychology service can be found at;

www.aberdeenshire.gov.uk/eps

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

For further details contact:

Quality Improvement Manager (Additional Support)
Education & Children's Services
Woodhill House
Westburn Road
Aberdeen
AB16 5GB

Tel no 01224 664886

Fax no 01224 664615

ELL.Enquiries@aberdeenshire.gov.uk

Identifying and Reviewing Additional Support Needs

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

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

Staged Approach to Assessment & Intervention

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

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

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

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

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

medical and health care needs, personal care and ensuring safety are also targeted support priorities.

Universal Support Level 0

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

Stage 1: School Based Action

Targeted Support Level 1

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

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

Targeted Plus Support Level 2

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

Stage 3: Multi Agency Action

Intensive Support Level 3

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

Individualised Educational Programmes

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

Multi Agency Plans

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

Co-ordinated Support Plans (CSPs)

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

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

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

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please

contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**
Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.
- **Advocacy**
These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

For more information on Support and Advocacy contact:

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

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:
Website: www.siaa.org.uk

Independent Mediation Services

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

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

Additionally, information for the Scottish Child Law Centre can be found at:
www.sclc.org.uk

Complaints

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

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

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at – www.aberdeenshire.gov.uk/haveyoursay/index.asp

Support Systems at Inverurie Academy

Inverurie Academy is a community of over 900 people working in close contact with one another. Our aim of providing an education in an atmosphere of security and support can only be achieved when each person understands and considers the welfare of every other person. Because pupils spend a relatively short time in school compared with time spent at home or with friends, their behaviour is affected by outside influences. Our code of behaviour is based on principles that would find general acceptance both in and out of school.

Pupils at Inverurie Academy are regarded as individuals with individual needs. The needs of all pupils are assessed by our Pupil Support system to provide a curriculum which meets the intellectual, emotional, social and developmental needs of all pupils - whatever their ability. One example of the care taken to respond to these needs is the growth of our Support for Learning Team which gives specialised assistance to pupils who need extra help in getting through their courses. Specific problems are dealt with on an individual basis.

The Guidance System

The Academy's Guidance system is designed to help all pupils get the most out of their time at school. It provides pupils with advice about courses and careers, and ensures that problems of any nature are overcome quickly and effectively. The Principal Teacher of Guidance takes his or her pupils through Personal and Social Education each week throughout their school years.

The school is divided into five 'house' groups. Each House has one Principal Teacher of Guidance and around 10 First Level Guidance Teachers.

Principal Teachers of Guidance at present are:

Barra House - Mr Phill Littler

Crichie House – Miss Sian Phillips

Davah House - Mr Graham Hepburn

Harlaw House – Mr Alan Johnston

Selbie House – Mrs Debbie May/ Miss Claire Taylor

When joining the school, each pupil is allocated a House and a First Level Guidance Teacher. This teacher takes the ten minute registration period every morning. The registration period enables attendance to be checked and encourages relationships to develop between small groups of pupils and between each pupil and his/her First Level Guidance teacher. The register group is a 'home base' where pupils know each other well and feel valued and secure. It is a place where self-esteem can grow.

The First Level Guidance Teacher is a key link between pupils and the next level of the Guidance system - the Principal Teachers of Guidance. Pupils who have older brothers or sisters already at the school will usually be placed with the same Principal Teacher of Guidance where possible.

Guidance staff are always available to their pupils and can be contacted via the House base or by means of an appointment system. Parents can contact Principal Teachers of Guidance through the school office and should not hesitate to do so if any difficulties or problems arise.

It is most helpful if parents inform the appropriate Principal Teacher of Guidance about any changes in the home situation which might affect a pupil's school life. This can be done by letter or by phoning 01467 621655. As Principal Teachers of Guidance have a subject teaching commitment, they are not always immediately available but will return any calls as soon as they can.

Year Heads

In addition to the above, our Depute Head Teachers currently have the following Year Head responsibilities:

- Mr Don Hawkins S1
- Mr Graeme Cowie S4
- Miss Katie Arthur S2 and S5
- Mrs Pauline Fraser S3 and S6

The role of the Year Head is to work with Principal Teachers of Guidance, monitoring the welfare, progress and conduct of pupils within designated groups.

Behaviour Management Policy

We have a number of different support policies in place at Inverurie Academy to support our pupils to make positive choices in and around the school. Our Behaviour Management Policy covers five aspects: Praise Systems, The Level System, Guidance Concern Slips, Serious Incidents and Out of Class Behaviour. The Praise System is that which informs the ethos of Inverurie Academy and ranges from the natural praise given on a daily basis in the course of a pupil's day, to the issuing of a Praise Stamp and the awarding of House Points to a pupil or to a class. We are well aware that acknowledgement of success, in whatever field, breeds more success, and we embrace this. Of course, we also have to acknowledge that the disruption of teaching and learning by a small number of pupils can be upsetting both for the other pupils in the class and for the teacher.

Our Level System consists of a staged approach to represent the seriousness of specific situations. Levels range from a caution at Level 1, to SLT involving parent/carers and pupils at Level 4. If serious issues arise withdrawal from class and/or exclusion may need to be considered. At each level, the pupil will be asked to reflect on what s/he can do to prevent any recurrence or escalation. Guidance Concern Slips provide an opportunity to raise awareness of worrying changes in presentation or concerning patterns of behaviour for individuals. They can also be used to share non-urgent concerns regarding a pupil, e.g. frequent tiredness and will be actioned by our PTs Guidance who will work with the pupil concerned to support positive change. PTs Guidance will contact parents/carers if they feel it is necessary and appropriate to do so. Our Serious Incident procedures are in place for the most significant incidents, and lead to the immediate involvement of SLT. Parents/carers will always be notified if their son/daughter is involved in a serious incident. Serious incidents include behaviours such as swearing at a teacher, involvement with drugs, the carrying of offensive weapons, and a range of other concerning behaviours. Fortunately these incidents are few and far between. Issues which arise at breaks, lunches, between classes and on school trips are followed up using our Out of Class Behaviour process.

Our Homework Policy depends on parents becoming involved from the beginning with their children's homework, but we involve parents officially at Level 2. At Level 4, continuing failure to do homework will warrant noting in the pupil's record. More information on our Homework Policy can be found on pg27.

Finally, our Uniform Policy, which has done so much to raise the standard in school and has had such overwhelming support from parents, is also administered on Levels, with First Level Guidance Teachers checking uniform in the first instance, and moving up to involve parents at Level 3 with Guidance Staff, and with Senior Management involvement at Level 4. As with other systems, encouragement and a chance to reflect will be given to the pupil at each stage. For more information on the uniform policy see pg7.

All our deliberations have been careful and took a cross-curricular committee of staff more than a year to ensure that they were in line with current educational thinking and that they answered the demands of the Scottish Executive Education Department. Please note that these are systems of support to allow your boys and girls to reach their full potential. As policy, they apply to every member of the Inverurie Academy community.

Anti Bullying

The school takes any suspected incidents of bullying very seriously. The theme of anti bullying is visited on a regular basis in PSE classes and in morning assembly periods.

Keeping In Touch (Home School Communication)

Partnership working

Partnership and dialogue with parents is very important to the school. We recognise that in such a large organisation you need to know who is best placed to receive your comment and to take it forward for appropriate action as required. This section aims to highlight the most effective and efficient channels of communication for you to use in order to initiate feedback or to give us your opinions. We welcome all communications between home and school, and value your interest in your child's education. By working together, we can ensure your child's experiences are as positive as possible.

Compliments

Compliments about staff, pupils or the school in general are welcomed. Positive feedback helps people feel that their efforts have been appreciated, makes people feel good about the work they are doing, and enhances the reputation of the school. It is always good to receive such feedback, whether verbally or in writing.

Concerns

We recognise that there may be times when you are unhappy with some aspect of the school's work. At those times, we aim to resolve issues as quickly and thoroughly as possible, minimising disruption to learning and teaching as much as we can.

Raising Concerns

Your child's Guidance teacher is the most appropriate person to progress a concern involving your child. If you have a concern, telephone the school (01467 621655) and ask to speak to your child's Guidance Teacher:

If the Guidance Teacher is unavailable, office staff will pass on a message and he or she will return your call. In most cases, this will happen soon after your call and certainly within two working days. The Guidance Teacher will make every effort to resolve the concern you have raised and will report back to you. Alternatively, you may wish to speak to

the Depute Rector (Year Head) or Depute Rector in charge of Welfare and Pastoral Care, Miss Dawn Lynch. Miss Lynch can be contacted via the school office (01467 621655).

Support for Pupils with Additional Support Needs

Inverurie Academy is committed to providing all children and young people with the necessary support to help them work towards achieving their full potential. Through the principles of inclusive education we are committed to collaborative working, and consult regularly with those involved in the process of a pupil's education.

Support staff are involved in the identification and assessment of Additional Support Needs (ASN) and work closely with subject specialists. These assessments allow programmes of work to be developed which allow all pupils to engage in the highest quality learning activities. We focus on success for all learners.

Support strategies are reviewed and evaluated at regular intervals in order to address changing priorities and meet emerging needs.

Details of support for individual pupils can be discussed with members of the pupil support team.

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Some of the main changes are detailed on the following page.

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to

check whether these children require a Co-ordinated Support Plan (CSP) or not.

- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

Further information and support to parents of children and young people with ASN is available from the following organisations:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

Child Protection

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

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

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

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

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

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

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

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

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

- The school and ask to speak to the head teacher or a senior member of staff;
- Police Scotland by dialling 101 (This number is in operation at all times)

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

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

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

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

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

Protecting Children and Young People in Aberdeenshire – Education & Children's Services Guidelines can be accessed through:
<http://www.aberdeenshire.gov.uk/parents/carers/ChildProtection.asp>

School Health Service

The aim of this service is to help children to be as healthy as possible so that they can benefit from their education. The school Health team includes a School Nurse, who is in school on 4 days of each week to support pupils with health needs, provide health education, health promotion, offer counselling, carry out health checks and deliver immunisations. A School Nursing Assistant is employed part time to support and help pupils who are hurt or unwell in school. We are also supported by a School Doctor. The team are happy to discuss any concerns about a child's health and can be contacted via your child's Guidance Teacher.

Pupils who are unwell should not come to school. Some pupils have existing health problems which may occur in school e.g. migraines, period

pains, asthma etc. and may need to have their medication on them, or have it available to them in school. In these circumstances, please get in touch. Aberdeenshire Council have provided forms which allow us to monitor this, ensuring pupil safety.

Pupils who have minor ailments e.g. colds, coughs, hayfever etc. are expected to manage their own care, bringing with them items such as hankies, bottles of water, paracetamol, or anti-histamines. We stress that pupils should only carry enough medication for one day at school. The box or bottle should be left at home and the medication kept on them, perhaps in a purse or wallet. Medication should never be offered to another pupil.

It is vital that we have emergency contact numbers for all pupils. If you are to be out, or at a different location please ensure that your child knows the telephone numbers where you can be contacted.

If you have reason to change address or phone number during the term, please let us know.

Immunisations against infectious diseases are offered in school. Pupils will be given information and consent forms to be completed at the appropriate time. Further information on the immunisation programme is available from the School Health team.

Head Lice are seldom a problem in secondary school, however parents should remain vigilant and encourage good grooming. Detection combing should be used if you are notified that there may have been contact with someone with head lice. Treatment should only be used if actual live lice are spotted. Pupils may return to school if they have been treated, however they could be excluded from activities if effective treatment is not carried out.

The school health team aim to ensure the best possible health now and in the future for all our pupils so that they can make the most of the educational opportunities available to them. If you require support from the Health Team, please make your request through your child's Guidance Teacher. **Children with an identified health need may be seen more frequently.**

How can Parents Help?

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

Pupil Support Worker

In addition to our Support for Learning teachers and pupil support assistants, we employ a Pupil Support Worker. She can work outside of the school setting if necessary to support both pupils and their parents/carers. This may include working with pupils in their homes.

Within the school setting it can be difficult for youngsters to raise certain issues with teaching staff. To this end the school trains a number of pupils from all years to act as supporters for their peers. The method of access to peer supporters is presently undergoing changes.

Education Maintenance Allowance (EMA)

An EMA is an allowance of £30 per week (not paid during school holidays), which can be paid to eligible students who stay on in education after the age of 16 years.

Pupils who received an EMA award for session 2014/15 are required to re-apply and complete an application form for session 2015/16.

Who will be eligible for an EMA?

You may be granted, at the discretion of Aberdeenshire Council or your College if you:

Were born between **1 March 1999 and 30 September 1999** - you may be entitled to receive an award from **August 2015**.

Were born between **1 October 1999 and 28 February 2000** - you may be entitled to receive an award from **January 2016**.

If you were born before the above dates and still attend school but never applied before then you can apply providing the household income is as stated below.

FOR STUDENTS WHO APPLY AND QUALIFY FOR EMA FOR THE FIRST TIME IN 2015/16

Where the household income is £20,351 or less the young person will be eligible and will be awarded a weekly allowance of £30. Young people from households with more than one child and where the household income is £22,403 or less will also be eligible for a weekly payment of £30 per week.

You are living in a foster home or children's home or are in local authority care (no proof income required).

For further information please click on the link below

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

Insurance

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

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

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

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

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

SCHOOL OFF SITE EXCURSION INSURANCE

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

If personal items such as jewellery, phones/tablets, watches etc are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school

In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

Substance Misuse - Drugs and Alcohol

Our school runs a drugs and alcohol education programme throughout Personal and Social Education classes.

Aberdeenshire Council has asked schools to make parents and guardians aware of what will happen should a pupil be found in possession of a suspected illegal substance or if there are reasonable grounds to suspect that a pupil is in possession of an illegal substance. Key aspects have been summarised here for the advice of parents and guardians of pupils.

1. If a pupil is in possession of an illegal substance, or if there are reasonable grounds to suspect this, the pupil will be detained with constant supervision.
2. Parents will be informed and asked to come to school immediately.
3. Police will also be informed and asked to come to school immediately.
4. The Quality Improvement Officer for Garioch will be informed on the day that the pupil is to be excluded.
5. Should investigations confirm that the pupil was in possession of an illegal substance, exclusion from the school is a probable course of action.

We wish never to have to use these Guidelines but it is only right to forewarn parents of the repercussions of such incidents. During PSE pupils are given guidance on the avoidance of drugs and other illegal substances. Inverurie Academy will always endeavour to give the best advice to pupils.

Substance Abuse - Smoking

It is illegal for anyone under the age of 18 to buy smoking materials or have them bought for them. Therefore, no pupils should bring any smoking materials into school. If any pupil is found with such material then they will face sanctions in accordance with the School's Discipline Policy and may be reported to the police.

Pupil Work Permits

The Children (Protection at Work) (Scotland) Regulations 2006 amended the legislation which governs the number of hours per week, and

circumstances, under which young people at school are able to work in paid employment during school term time.

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

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

Pupils who wish to work during school term time should apply to their school for a work permit.

Information concerning children's work permits and the bye-laws relating to them are available on the Council's web site and from the school.

School Trips

School trips, which can bring an added dimension to pupils' education, have been organised in past years to places such as France, Italy, Germany, Spain, Finland, Russia and Iceland.

Parents should be aware that when pupils go on school trips they are not only expected to abide by school rules, but are also expected to assume adult responsibility for their own behaviour

Section 4

School Improvement

Data Protection

School Improvement

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

Standards and Quality Report

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

Improvement Planning

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

The key areas that the 2015-2016 Improvement Plan will focus on are as follows:

- Curriculum planning and progression routes
- Learning and teaching
- Improvement through self-evaluation

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

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

Data Protection

Transferring Educational Data

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date

data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

Data Policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government. The individual data collected by Scottish Government is used for statistical and research purposes only. Information contained within the ScotXed website may provide further clarity on the importance of this data exchange.

What Pupil Data is Collected and Transferred?

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. Data is held securely and no information on individual pupils can or would be published by ScotXed.

How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's

record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

Data Sharing Protocol with the Police

Inverurie Academy occasionally receives requests from the police for addresses and telephone numbers of pupils. The school will only release this information once senior staff have been satisfied that such information is necessary for an investigation into a crime or to prevent a crime; or if the information may lead to the apprehension and conviction of somebody involved in criminal activity. A record of all requests for information is held in school.

Data Protection Act 1998

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

Fair Processing Notice

Who may process your personal data?

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

What personal data will be collected?

The information which you provide may include:

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

For what purposes will your personal data be used?

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

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)
- Statistical analysis to monitor performance and inform priorities for improvement

Will Aberdeenshire Council disclose your personal data to anyone else?

Yes. Aberdeenshire Council may share this data with partner agencies. These may include NHS Grampian, Skills Development Scotland, or Scottish Government departments such as the ScotXed statistical return and transport providers.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

Your Data Protection Rights

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

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

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

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

Parental Access to Records

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

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

ScotXed

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

Section 5

Annual Updates

School Clothing Grants

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

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

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a school clothing grant for yourself. For more information on how to apply click on the link below.

<https://www.aberdeenshire.gov.uk/media/5751/clothinggrant2011.pdf>

Free School Meals

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

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

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

- By email: benefits@aberdeenshire.gov.uk
- In person at one of our [Benefit Offices](#)

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

The School Terms 2015-2016

Term 1	Term commences: Tuesday 18 August 2015 Term ends: Friday 9 October 2015
Term 2	Term commences: Monday 26 October 2015 Term ends: Tuesday 22 December 2015
Term 3	Term commences: Thursday 7 January 2016 Mid Term: Monday 15 February 2016 Good Friday: Friday 25 March 2016 Term ends: Friday 01 April 2016
Term 4	Term begins: Monday 18 April 2016 May Bank Holiday: Monday 02 May 2016 Term ends: Friday 01 July 2016

Staff List

Senior Management Team

Acting Rector

Graeme Cowie

Depute Head Teachers

Katie Arthur (Acting)

Pauline Fraser

Donald Hawkins

Dawn Lynch

Support Co-ordinator

Marion Morrell

Principle Teachers of Guidance

Graham Hepburn

Alan Johnston

Phil Littler

Debbie May

Sian Phillips

Claire Taylor

Support for Learners

Fiona Littlejohn (Faculty Head)

Simon Aitchison

Catriona Cookson

Donna Gerrie

Gemma Hadden

Tara Kennedy

Diane McFarland

Kimberly Robinson

Claire Taylor

Timmy Vickers

Elizabeth Woods

Business and Information Technology	<p>Jill Yule Anita Weir (Faculty Head) Michael Blackburn Lyndsay Kavanagh Kristopher McKeever Eveann Ogston Judith Orr Adele Walker</p>
Creative Arts	<p>Jacqueline Campbell (Faculty Head) Sheila Benzies Raegan Craig Linda Moggach Michelle Nicoll Olefine Richardson Sophie Strain</p>
English	<p>Jill Milne (Faculty Head) Bernard Joy Katie MacKintosh Laura Murray Wilma Struthers Stephanie White</p>
Health and Wellbeing	<p>Graeme Cowie (Faculty Head) Rachel Little Duncan Massie Iain McFie Lesley Reynolds</p>
Humanities	<p>Craig Paterson (Faculty Head) David Anderson Carol Gollop Jenna Jones Ben Kirk Julian Shepherd</p>
Mathematics	<p>Alan Watkinson (Faculty Head) Maira Addison Linda Clarkson Helen Gauld Mairi Massie Fiona Toet</p>
Modern Languages	<p>Brian Prosser (Faculty Head) Stephanie Brogan Kirsteen Chalmers Sandra Philip</p>
Science	<p>Sue Edwards (Faculty Head) Carol Collie Robbie Dair Janet Duncan James Lodge</p>

Alison Mackay
Sarah McKenzie
Jillian MacRae
Catherine Muir
Anna Wiseman

Technical and Vocational

Iain MacIver (Faculty Head)

Heather Bradley
John McGinnes
Andrew Robertson
Colin Venner

Clerical and Administration

Alison Ross
Linda Carnegie
Jackie Clayton
Toni Davies
Vaila Gruban
Audrey Jamieson
Karin Miah
Catriona Nicholson

Pupil Support Assistants

Tricia Barnett
Hazel Bonnyman
Norma Fitzmaurice
Julie McIntosh
Linda MacKay
Norma Reid
Bethany Sinclair

Technicians

Dorothy Gow
Sheila Innes

Technical Assistants

Phillip Dack
Tricia Morrison
Angela Norrie

Library

Julia McCue
Sandra Gibb

ICT Support

Tim Carey
Lee Platt

Janitors

Grant Stirling
Kenny Davidson
Gordon McKandie

**Active Schools
Careers
Health Team**

Kathy Yates
Ruth Berry
Vicki Lawrence
Lizanne McCrossan

Pupil Support Worker
Canteen Supervisor
Cleaning Supervisor

Shona Lees
Elaine Wood
Kelly Livingston

Information for Parents on School Attainment

S4	% Cohort Achieving Literacy and Numeracy award at SCQF Level 4			% Cohort Achieving 5 or more awards at SCQF Level 5		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Inverurie Academy	45%	57%	87%	49%	42%	45%
Ab'shire	66%	87%	89%	36%	44%	45%
Scotland	63%	77%	82%	35%	39%	42%
S5	% Cohort Achieving 3 or more awards at SCQF Level 6			% Cohort Achieving 5 or more awards at SCQF Level 6		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Inverurie Academy	31%	33%	36%	16%	17%	18%
Ab'shire	31%	33%	38%	13%	16%	18%
Scotland	30%	33%	37%	13%	17%	18%
S6	% Cohort Achieving 5 or more awards at SCQF Level 6			% Cohort Achieving 1 or more awards at SCQF Level 7		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Inverurie Academy	24%	29%	31%	14%	15%	21%
Ab'shire	27%	28%	29%	19%	19%	21%
Scotland	27%	29%	31%	18%	19%	20%

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	National 5 A-D, Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	National 4 Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	National 3 Access 3 Cluster; Standard Grade at 5-6

Frequently Asked Questions

What transition arrangements are there in place from Primary School into S1?

Pupils coming to Inverurie Academy from Primary schools bring seven years of school based learning with them. Throughout S1 and beyond we strive to build upon prior experience and help to develop the skills and talents of our pupils. The Academy and its associated primaries have very good working relationships, and there is regular planning across sectors encompassing a number of curriculum areas. We are focussed at present on literacy, numeracy, modern languages and health and wellbeing.

Inverurie Academy and our associated Primary Schools aim to make the transition experience of students from primary to secondary school as smooth as possible. Our Support for Learning staff liaise with their Primary colleagues to gather information about individual pupils' strengths and development needs. In spring, the members of the Guidance Team and Support for Learning staff meet with the P7 pupils from our feeder schools to do some confidence building and teamwork exercises, and to answer any questions that the pupils may have. The Guidance, SFL staff and Deputes responsible for Pupil Support and Transition meet to discuss the information that has been gathered. This helps to inform decisions regarding the composition of the new S1 classes.

All Primary 7 pupils spend three days at the Academy in June. During this time, they meet their new classmates and they have an opportunity to tour the school, meet teachers, take part in lessons and become involved in team building and social events with their peers. They meet their Guidance Teacher and work on a team-building enterprise activity supported by S6 buddies. The S6 buddies also look after the new S1 for the first two weeks of the August term as they settle into Academy life.

There are two P7 Parents Evenings – one in February and one in June. These evenings allow parents to meet all members of the Senior Management Team, the Principal Teachers of Guidance and the Principal Teacher of Support for Learning. Information is given to parents on the transition process, the curriculum, the school in general, and any questions parents may have are answered. There also an opportunity for parents to tour the Academy with S6 buddies.

For parents of pupils with additional learning support needs, the move to Inverurie Academy from Primary can bring particular challenges and anxieties. The Principal Teacher of Support for Learning attends the P7/S1 Parents' Evening and organises an extensive transition programme to address some of those anxieties. Support for Learning staff from the Academy work in Primary schools, teaching pupils alongside the P7 teacher. In this way SfL staff build up a good knowledge of the strengths and support needs of individual pupils. This information helps us to assess how Support for Learning can make the most impact in S1

classes. Pupils with additional support needs are offered individual or small group visits to the Academy prior to the three day induction visit in June.

What happens if a pupil is late?

Attendance and punctuality are taken very seriously at Inverurie Academy. Attendance information for every pupil is stored on the Academy's computerised administration system (SEEMiS).

Each morning between 8.40 and 8.50am attendance is checked during the registration period. Thereafter, attendance is checked by each class teacher during the day. If your child is unable to attend school, we ask that you notify us of the reason on the first day of absence. Pupils who have been absent should bring an explanatory note from parents on their first day back at school. Patterns of absence, unexplained absence, or absence from particular classes will be investigated by Principal Teachers of Guidance and/or a Depute Rector. It is helpful if parents contact the school to let us know **if absences are to exceed 3 days.**

Pupils arriving in school later than 8.50am must sign in at the main office. Persistent lateness is treated as a disciplinary matter.

How does the school deal with unacceptable behaviour?

In order to allow pupils to reflect and correct unacceptable behaviour the school operates a level system. At each level there is an opportunity with reflection and different interventions.

Level 1 is normally issued by the classroom teacher and targets for improvement are outlined.

Level 2 is again issued by the class teacher which indicates that unacceptable behaviour is continuing.

Level 3 is issued when unacceptable behaviour continues. The Principal Teacher of Faculty will be informed. If there are a number of level 3 issues from different sources, parents may be invited to school to discuss the situation.

Level 4 signifies that matters have escalated to a level requiring the involvement of the Year Head. Parents will be asked for their support in resolving matters.

Under normal circumstances these levels would run sequentially. Opportunities exist for the system to stop at any level with improved conduct. It is important that we acknowledge that certain behaviour may necessitate levels being skipped. Extreme behaviour may result in the level system being by-passed and the school considering exclusion.

Reaching level 3 or 4 is likely to be dealt with by a period of detention.

Faculties may run their own detention schemes at intervals and lunchtimes and the school runs a lunchtime detention on Mondays.

Parents will be informed of school detentions by letter. In all of these circumstances sufficient time will always be given for the pupil to have lunch and have the necessary breaks.

Exclusion

Exclusion is the school's only major sanction and is reserved for the most serious behavioural problems. Exclusion is not used without careful consideration and is usually the final stage after a series of sanctions have been used.

If this stage is reached, pupils are seen by the Rector to establish the facts.

The Rector or Depute Rector will contact parents by phone. Pupils are sent home with a letter stating the facts which also asks parents to make an appointment. On return from exclusion, we will seek an assurance that behaviour will improve and conform to the school expectations. If this is given, it is often the case that the pupil is able to return to their classes.

Exclusion may be for:

- a. **Short-term** - maximum of 6 days with automatic re-admission;
- b. **Conditional** - re-admission dependent upon satisfactory assurances from pupil and parents which could include agreement to future involvement of Child Guidance or Social Work Services;
- c. **Permanent** - recommending a **Removal from the School Roll**. The Quality Improvement Officer may decide to remove a child from the roll. A package of alternative educational provision or a place within another school may be agreed. This is only used in the most serious of circumstances.

What do pupils do with their belongings?

Obviously, pupils need to bring certain everyday items to school - such as pencils, pens, ruler, and eraser. Pupils should, however, bring only what is necessary. Valuables must never be left on desks, in cloakrooms, changing rooms or in an unattended school bag. The school has a number of pupil lockers which can be hired on an annual basis for £2.

During Physical Education classes, pupils must hand any valuables to their teacher for safe-keeping.

What if a pupil loses something?

Any loss should be reported to the school office or to the janitor as quickly as is possible.

What do pupils wear to Physical Education?

PE Kit - Indoors: Shorts, cotton tops, socks and indoor training shoes.
PE Kit - Outdoors: Shorts, cotton tops, socks, tracksuit, warm top, outdoor training shoes or football/hockey boots.

What happens if a pupil is unfit for physical education?

Applications for exemption from physical education or games for periods of time ranging from one day to one month should be made by the parent in a letter to the physical education class teacher. Requests to last for more than one month require a medical certificate.

Does the school offer instrumental instruction?

Pupils have the opportunity to receive Instrumental Instruction in the following areas:

Piano, Guitar, Violin, Viola, Cello, Double Bass, Trumpet, Cornet, Tenor Horn, French Horn, Euphonium, Baritone, Trombone, Tuba, Flute, Clarinet, Oboe, Saxophone and Bassoon.

Pupils are withdrawn from class for tuition on a weekly rota basis. Lessons are normally offered in small groups. Because of the high demand for tuition combined with a limited number of places and instruments, careful selection procedures are used.

Fees for tuition are payable on a termly basis. At present they are (group) £51 and (individual) £76.

If tuition changes from a group to an individual basis, fees will only be increased to the individual rate at the start of the following term.

Pupils are exempt from charges if they are entitled to free school meals. For more information please see the "A guide on how to obtain Free School Meals", available from schools or online at www.aberdeenshire.gov.uk

What work do pupils undertake if the school is closed for any reason?

If the school has to close unexpectedly, for example because of adverse weather, there is an expectation that all pupils make the effort to continue to study. Teachers will provide guidance about this, but pupils should as far as possible make a study plan. Activities can be found from a number of sources such as

- GLOW (school, Aberdeenshire and national pages),
- Other online resources such as My Maths, SQA, Bitesize, Show My Homework
- Teacher provided activities,

- Revision of coursework,
- Past exam papers,
- Finding out about future coursework topics (e.g. researching a topic you know will be coming up in a particular subject).

Is my child eligible for school transport?

Entitlement to school transport is determined by Council Policy on walking distance criteria of 3 miles for secondary pupils. Transport will only be provided to/from the zoned school for the permanent home address.

“Walking Distance” is measured using the shortest available walking route from the home gate to the school gate using public footpaths, walkways and other recognised tracks/paths.

Where entitlement to school transport is granted, a travel pass will be forwarded direct to the pupil’s home address. Contractor details will be notified at this time.

If a pupil is coming into S1 at Inverurie Academy from one of our Inverurie Network Primary Schools, parents will be issued with relevant transport forms as part of the enrolment process.

Parents should await receipt of a travel pass before contacting hirers for pick-up time information.

Further details can be obtained from:

- Aberdeenshire Council Website
<http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp>
- The pupil and parent school transport information booklet
- The Public Transport Unit at Woodhill House, Aberdeen
email: school.transport@aberdeenshire.gov.uk
Buses are timed to arrive at Inverurie Academy between 8.20 am and 8.35am allowing pupils plenty of time to get to their registration rooms by 8.40am.

Parents should check the departure time of the bus their child is assigned to. If the pick-up point is somewhere along the bus route it is wise to check the earliest time that the bus could be at the pick-up point. Children often arrive at school rather wet as a result of waiting in the rain for the bus. A light-weight waterproof which can be carried easily in a school bag is ideal for such occasions.

Children should follow any instructions given to them by the bus driver without argument. Repeated failure to do so could result in the withdrawal of the ticket issued by the Authority. This could also be the case in instances of bad behaviour or vandalism. In this situation, the parent would become responsible for the child's transport to and from school.

Pupils should carry a valid bus pass with them at all times as drivers are required to make checks. Pupils without a bus pass may be asked to pay their fare. The loss of a bus pass should be reported to the school office so that arrangements can be made to replace it. There is a replacement charge in operation.

Pupils who wish to remain in school after 3pm/ 3.50 pm (e.g. to play sport, attend excursions and visits, choir practice, etc) can obtain a late bus pass from the school office at the end of the school day. Only in special circumstances will bus passes be issued earlier in the day.

What are the arrangements for pupils arriving by car?

The safety and well being of pupils is a prime concern for the school. We strive to minimize the interaction of pupils with vehicular traffic. **If you are bringing pupils to school by car you must not bring your car into school either at the Jackson Street entrance or at the West Church entrance.** Pupils can be safely dropped off at either the Swimming Pool Car Park or in the Square beside Boots the Chemist. Both of these locations allow pedestrian access to school.

Both the police and the local authority's Health and Safety representatives have insisted that the above arrangements are adhered to.

When should pupils arrive at school in the morning?

The obvious answer is in time for the start of school at 8.40 am. However, it may be more convenient for you to drop your child off at school earlier than that. It has to be pointed out that there is no official supervision of pupils by staff until approximately 8.35 am. Staff may well be in school before 8.30 am and while they would deal with any emergency that might arise, they are not there to provide supervision.

What happens if the bus is late in the morning?

Pupils should wait at least 15 minutes if their bus is late in arriving. Thereafter they should return home.

What happens if a pupil misses the bus at the end of the school day?

Anyone who for any reason misses his/her bus should go back to the school office where staff will phone home to inform parents and assist in making alternative transport arrangements.