Longside School Handbook

School Session : 2013-14

This document is available in alternative formats
(Please contact the Head Teacher)
Dear Parent,

Welcome to Longside Primary School. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us. We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at Longside School.

The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of school life as possible and has been written in response to ‘School Handbook Guidance (Scotland) Regulations 2012.’ Section 5 in this handbook will be updated annually and you will be asked to replace certain pages with new information.

We hope you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

Yours sincerely,

Mr J.D.Imlah

Head Teacher

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.

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.
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Section 1

General School Information
SCHOOL CONTACT DETAILS

Head Teacher – Mr J.D.Imlah
School name – Longside School
Address – 22 Inn Brae, Longside
Telephone Number – 01779 821233  (You can leave a message on this line.)
Access to Glow – all children can access, this info. has been provided
Email Address – longside.sch@aberdeenshire.gov.uk

Type of School – Longside School is a primary school with nursery

Present Roll: Nursery  41      Primary 169

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

Denominational Status – Longside School is a non denominational school.

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

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

Parent Council Info: e-mail  longsideparentcouncil@hotmail.co.uk

If you have a Facebook a/c search for Longside Primary Parent Council Forum

School Information Line - 0870 054 4999  (school pin no. 02 21 10) Please call from 7.15 a.m. in the event of a possible school closure

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

Please see page 17 for further information regarding adverse weather and emergency closures.

Active Schools                                Quality Improvement Officer
Robbie Kupris                                                      Mrs Fiona Cruickshanks
07917271812                Banff Ed Office

Contact details for
Director of Education, Learning and Leisure
Mrs Maria Walker
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
01224 665420
Longside School Background Information

Longside Primary School is situated in the village of Longside and serves the catchment area of the village and the surrounding rural area. The school is seven years old – a PPP building. The school is non-denominational. A number of pupils who live outwith the catchment area also attend the school.

The school building has seven classrooms, a General Purpose room, a large PE hall (where lunch is served from our “in house” kitchen), Meeting Room and administration accommodation. The school also has Nursery accommodation, which comprises classroom with outdoor facilities attached.

Outside, there is a large tarmac play area and a large field area, as well as a wildlife garden, an area of outdoor play equipment and a quiet seated area.

Longside School provides education for children aged 3 – 12 i.e. from ante-pre school nursery – P7. The current roll is 169 and 41 Nursery children. There is a new housing development on the outskirts of the village which is due to expand further in the future. The school has eight full time equivalent teaching staff and a non teaching Head Teacher. The position of Principal Teacher for the Mintlaw CSN is held by Mrs V. Willox who is based within Longside School. Mrs Willox teaches a class for four days and has a remit for development work for Longside School (0.1 FTE) and for Mintlaw CSN (0.1 FTE). Visiting Specialist teachers come into all classes to allow staff to have their non class contact time. Currently there is provision for Art, Drama, Music, MLPS (French and German), Science and PE. Additional Support Needs staff come to school twice weekly from Mintlaw Academy. Teaching staff are supported in class by Nursery Nurses and Pupil Support Assistants. P.S.A.s also support pupils in the playground. There is an Administrator and two Clerical Assistants. Cleaners and Janitorial staff are employed by Robertson Construction.

Community links are a valued part of school life. The Head Teacher is a member of the Community Council. There are strong links with the local church.

The school has an active and well supported Parent Council and associated Fundraising Team. Parents and Carers are encouraged to become involved in the work of the school. Through the School House Groups, Pupil Parliament & Class Reps, Eco Committee and the Health promoting School group pupils are involved in the work of the school and its improvement.

Several after school clubs are run by staff and parents. This year the school offers Football, Badminton, Netball, Arts & Crafts and Code Club; other clubs are led by Active Schools. In the evenings, when school clubs are not booked in, school is used by Beavers and Cubs, Active Schools and Youth Club.

The school operates its budget in line with Aberdeenshire Authority guidelines to support planned school improvements. In June 2011 the school and nursery received a positive report from HMIE.
On leaving Longside School, pupils transfer to Mintlaw Academy. A further ten primary schools (all in the Mintlaw Community Schools Network) transfer to Mintlaw Academy.

Creating an ethos of achievement is central to what we do in Longside School and we work hard to establish an environment in which all our pupils, staff and members of our community are able to fulfil their full potential and expectations. Staff and pupils enjoy working together in a lovely new, purpose built school building.

For further information about classes and teachers please see p65.

Longside School, has been built under the Private Partnership scheme, it was completed in October 2005 and is owned by Robertson Construction, who are responsible for all repairs. Aberdeenshire Council staff run the school in line with all other schools in Aberdeenshire.
VISITS OF PROSPECTIVE PARENTS
Prospective parents can contact the School Office and request an appointment to come and visit the school/nursery and meet with the Head Teacher. During this visit you will get a tour of the school/nursery and have an opportunity to ask any questions and discuss any particular needs for your child(ren).

Admission/Enrolment

Nursery Admissions
Every child is entitled to a free part-time education place at the start of the term following their third birthday. There are 48 places available in Longside School Nursery. Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional needs in accordance with the Children Scotland Act. Health & Social Services usually identify these children and put forward applications to a multi-agency panel that considers each case in terms of need. Where a child is unsuccessful in gaining a place at Longside School Nursery, an alternative provision will be offered in accordance with Aberdeenshire Council Policy.

Information regarding enrolment is publicised in the local press early in the calendar year and communicated to parents through the school bulletin. For further information go to: www.aberdeenshire.gov.uk/parents/carers/pre_school/index.asp

Pupils who attend our nursery are taught by a nursery teacher who is supported by one or two Nursery Nurses (depending on the session time). The pupils have access to a range of educational resources and experiences as part of the school, and will be included in any “school experiences” which are age appropriate. e.g. Attendance at visiting theatre groups along with early stage classes.

(Please note that pupils who attend our nursery department from outwith Longside School’s catchment zone are not automatically admitted to our primary department. A map illustrating the school catchment area is on display outside the Admin. Office)

Primary Admissions
New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in the middle of August. Those whose fifth birthday is between the middle of August each year and the end of February the following year may also be admitted to primary one in August the previous year. Details of the enrolment dates are advertised in the local press by Aberdeenshire Education, Learning and Leisure Department. Further information is available at www.aberdeenshire.gov.uk/parents/carers/information/choosing.asp
Parents of children joining the school in classes other than P1 or in the middle of a school session should contact the Head Teacher who will agree a start date for the child and make arrangements for the parents and child to visit the school.

School Zone
A link to the map showing the school zone/catchment area is included at the back of this booklet. Please note that children who live within the school catchment zone are automatically entitled to a place in school. Please use the zone map to check whether or not you live within the Longside School 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 Mintlaw Academy and parents would need to submit a further placing request before transition to S1.

Further information is available in Notes for Parents Aberdeenshire Council
ORGANISATION OF THE SCHOOL DAY
The school day at present for primary pupils is as follows:-

Start : 9.00 a.m.
Break : 10.30 – 10.45
Lunch: 12.15 – 1.15 p.m.
Finish: 3.15 p.m.

Longside School Nursery runs two sessions:

Session 1: 9.00 a.m. – 11.30 a.m.
Session 2: 12.45 p.m. – 3.15 p.m.

SCHOOL UNIFORM

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. Sweatshirt orders are processed in the summer term. We have a rack in Reception with recycled items, you are very welcome to any of these items. If your child has grown out of a garment we appreciate any donations for the rack.

After consultation with parents via our Nursery and Parent Council (Feb – May 2012) the following uniform has been identified as our preferred choice.

**Nursery**

- Navy blue polo shirt with school crest (Available to order from school office)
- Anything else suitable for outdoor / messy play and easily managed by child
- Trainers (with velcro)
- Wellington Boots kept in nursery

**School**

- See example of school uniform order form (from school office)
- Navy/Black/Grey trousers / summer shorts or skirt / culottes

Agreed Alternatives:
- Gingham Pinafore (blue/white with zip)
- Blouses/Cardigans (black/navy)
- Shirt and tie (navy and light blue available at Donald’s in Peterhead)

PE Kit consists of – T shirt which tucks into shorts, standard length shorts, socks, gym shoes (preferably with Velcro or elastic fastening for younger pupils) all kept in a gym bag.

With regard to safety, the wearing of jewellery (which we actively discourage) is not permitted during PE lessons. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons. (Parents should provide a named roll of surgical tape for this purpose.) Shoe string strap tops are also discouraged for safety reasons as they can catch on gym apparatus. Hair should also be tied back.

The school requests that football team tops and designer garments are kept for home use as these can provoke conflict amongst the pupils.

*Please could all clothing brought to school be named or marked in some way as it can be difficult for children to distinguish their own clothing.*

(Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.)
Pupil Belongings & Valuables
In each classroom the children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Each child will also have their own named tray for storing their belongings in class.

Valuables
The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear ear rings must wear studs as opposed to hoops or dangly ear rings.

Children should not bring electronic games, mobile phones or other expensive items into school. Should parents request that their child be allowed to take a mobile phone into school for use after school, the pupil will hand it in to the office first thing in the morning and collect it at the end of the day.

School Equipment
The school provides all of the books and equipment that your child will need to use in school, however many children like to bring their own pencil case and equipment. We would suggest the following pencil case contents – HB pencil(s), a ruler – marked in centimetres, a rubber and some colouring pencils. Children will also require a school bag to carry their belongings and equipment to and from school.

Our Parent Council generously support the school by providing bags for children starting in p1 which we urge all children to carry. Please note, should reading books be lost or damaged, parents are requested to pay £4.00 towards the cost of a replacement.

Arrival at School & Playground Information
We encourage children to arrive no more than ten minutes before the morning bell although children who catch school buses may arrive slightly earlier (although not more than 20 minutes before school starts). A member of staff will always be present in the school building for supervisory purposes.

During inclement weather your child should arrive at school just in time for the start of the school day at 9.00am. – a member of staff will bring the children inside from 8.50 if it is very wet (school transport pupils will be allowed in on arrival in these circumstances).

During morning and lunch breaks there is a rota for access to the outdoor (adventure) playground equipment and other play equipment. A member of staff supervises children in the playground during lunch/break times.

If your child has an accident in the playground, he/she will be treated by a first aider. Your child will be given a minor injury slip, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries. (Please ensure that you keep the school
updated of any change in your emergency contact details/new mobile phone number.)

Children’s play areas are indicated on the school map/plan at the back of this handbook.

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year.

In accordance with Aberdeenshire Council’s Health & Safety Policy, children will not be allowed to make ice slides in the playground or throw snowballs.

At the end of the school day P1 – P3 pupils who do not go home on school transport should be collected at the ‘crush’ area (by the bicycle racks). A member of teaching staff will always follow these pupils round to ensure that all pupils are safely collected. Please ensure that your child knows who is collecting them. If someone else has to collect your child, please contact the school to alert a member of teaching staff.

For health & safety reasons, dogs are not permitted in the school grounds.

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

See Nursery handbook about arriving at and leaving Nursery/Adult collection etc.

School Office
The school office is manned from 8.45 a.m. – 12.15 p.m. and then from 1.15 - 3.20 p.m. every day. **Please come into school before 3.15 p.m.** (pick – up time) if you need assistance.

The school has an answering machine for leaving messages. All messages are collected by 9.00am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

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

If no one is in the office, there is a bell to ring for attention.

**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:


For current school meal charges please see the coloured section at the back of this book or check on the webpage noted above. Parents and pupils can purchase tickets by visiting the school kitchen from 8:45am until 9:30am any morning. Should a child forget his/her dinner money, they will still receive a school dinner and you will be contacted regarding payment.

Please ensure cheques are completed with the correct amount
And made payable to Aberdeenshire Council.

Before lunch, the children wash their hands and proceed to the dining hall in a quiet and orderly fashion. They should carry a dinner ticket with their name (preferably in ink). Children sit at tables in groups of six or seven.

Children are encouraged to eat all of their lunch, but not forced. If we feel that a child is not eating enough at lunchtimes we will contact you. To help us, please discuss the full menu with your child so that they know what to order in the morning. This will also help alleviate any delays in the dining hall queue.

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.
Children are encouraged to take full responsibility for returning their trays and disposing of any rubbish.

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. Some pupils may be entitled to free school meals. Please see coloured section at the back of the book for further information.

“Playpiece”
Children should be sent with a snack for their “playpiece”. Fizzy drinks are not permitted in school. As a health promoting school, we encourage healthy options. The children also have the option of buying something from the tuck shop. Children should not share their playpiece with others in the playground as they may inadvertently cause another child to have an allergic reaction. (e.g., nut allergy – resulting in anaphylaxis.) Every Friday is a ‘Fruity Friday’ and everyone is encouraged to bring whole fruit for their snack.

School Tuck Shop
This operates daily from the community kitchen. A range of snacks provided by the school kitchen are provided at a cost of 20p each. In keeping with healthy eating initiative, we allow children to purchase a maximum of three items (including a drink) from the tuck shop – never more than one biscuit/cake. More details can be found on the school meals link above.

Cakes/Treats
We request that cakes/treats etc for birthdays are not sent to school for sharing as this can cause difficulties where there are children in class with food allergies/intolerances or other dietary circumstances. Instead we will celebrate the school’s birthday with a piece of cake (or alternative where necessary) at morning break.

See Nursery handbook for information about snack and costs.

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

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

**Attendance and Absence Procedures**

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

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

**Unplanned Absence**

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

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

- If your child is unable to attend school through illness/other reason please telephone the school as early as possible but certainly before 9.30 a.m. on the first day of his/her absence or send a signed note via a brother or sister where applicable. (Please leave a message on the Answer Phone)
- 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. (This may very well be a recorded message which will be picked up.)
- 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.
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. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to www.aberdeenshire.gov.uk schools information, term and holiday dates.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the 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.

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.

Head lice

- Please check your child’s head regularly (we recommend weekly) and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

Asthma Inhalers

- Parents of children who carry their own inhalers should supply a spare named inhaler just in case your child’s inhaler is lost or misplaced.

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

We want to work in partnership with parents and carers to ensure the safety of children at all times. These guidelines outline the procedures for dealing with school closures during bad weather or other emergency.
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 at any time, day or night. A message will usually be posted on the website and a message left on the telephone facility by no later than 7.30 a.m. (see page 20). Parents are encouraged to check these sources again later in the morning for any possible updates.
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. It is possible that part of the school might be closed or that some 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.

**Nursery, Primary and Special Schools**

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named ‘emergency contact’.

No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

**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.

**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.

At Longside School, pupils and/or parents will receive a “snow pack” which will include a few appropriate learning activities during emergency closures.
Further Information
Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 15 mins from our website:

Northsound 1
FM 96.9 Tel: 01224 337000

Northsound 2
MW 1035 kHz

BBC Radio Scotland
FM 92.4 - 94.7 MW 810 kHz

Moray Firth Radio
FM 97.4 MW 1107 kHz

North East Community Radio
FM 97.1 - 106.4 Tel: 01467 632878

Waves Radio
FM 101.2 Tel: 01779 491012

Original 106 FM
Tel: 01224 293800

Twitter
http://twitter.com/aberdeenshire

Aberdeenshire Council Website
www.aberdeenshire.gov.uk/closures

You also have the option to sign up to receive email alerts when your school(s) updates their closure status:
www.aberdeenshire.gov.uk/alerts/index.asp

School Information Line
Tel: 0870 054 4999 then 02 2110 If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

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

Public Transport Unit (9am – 5pm) 01224 665194
Education Offices (9am – 5pm)
Banff – 01261 813340
Fraserburgh – 01346 515303
Peterhead – 01779 473269
Inverurie – 01467 620981
Stonehaven – 01569 766960
Contact Details

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

Parking
Please follow the signs in the car park, we always reverse park for safety reasons. The drop-off area may be used if indeed it is a simple drop off, otherwise please park in one of the bays. We prefer parents who are collecting infants by car to park and walk to the ‘crush’ area to collect their children safely.

Children who walk to school should never cross the school car parks to gain entry to the school grounds unless they are accompanied by a parent/guardian. These children walk round to the back of the school building (path to the right of the school as you look at entrance area).

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

Nursery Transport

Transport to Nursery is not generally provided by Aberdeenshire Council. In exceptional circumstances where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the head teacher in conjunction with the QIO and Early Years Manager. The Early Years Manager can be contacted on – 01224 664400 for further information.

Privilege transport

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

For further information click on the link below or contact the school. [http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp](http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp)
Section 2

Curriculum and Assessment
School Ethos

Longside School strives for an ethos whereby everyone feels valued and respected. The aims and Statement of Values communicate our philosophy and beliefs for Longside School Community. Although the Nursery has developed its own set of aims they are very much a part of the school and these sit well with the aims of the rest of the school.

AIMS OF LONGSIDE SCHOOL NURSERY

In Longside Primary School Nursery we aim to:

- promote development of skills and attitudes through play-based learning
- promote and support the welfare and development of young children and their families;
- develop a partnership between home and school;
- continue to improve and extend the learning environment for young children indoors and outdoors;
- maintain a high quality of trained and qualified staff within agreed staffing levels;
- develop close working relationships with other agencies;
- promote continuity for children and their parents from pre-school to the early stages of primary school;
• continue to attain Quality Care Standards as outlined by the SCSWIS (Care Inspectorate)

AIMS OF SCHOOL

In Longside School we aim to enable all our learners to develop their capacities as responsible citizens, confident individuals, effective contributors and successful learners, within our society. We aim to use both the indoor and outdoor opportunities provided by our setting, to the full.

We aim to:

-q Provide a broad, balanced and relevant curriculum, linking National policies and the Curriculum Framework, 3-18 for Aberdeenshire, Entitlements, which will challenge and motivate all our learners.

-q Provide a full range of high quality teaching and learning experiences in a climate and ethos of positivity and hard work, where appropriate targets are set and sound pupil tracking systems are in place.

-q Help our learners to develop in confidence in a safe and caring environment, where staff, parents, pupils and the wider community work together to maximize the potential of all.

-q Develop independence, self-esteem, identity and a sense of pride in our school, where an ethos of achievement through high expectations, self-evaluation and the use of praise is obvious.

-q Ensure that all learners develop knowledge, respect, responsibility and understanding of their world.

-q Help our learners make independent, informed life choices by ensuring they are involved in decision making about the life and work of the school.

-q Ensure our learners can communicate effectively in a variety of situations, by providing opportunities where active learning can take place, helping them to think critically and develop team skills through collaborative learning.

-q Provide high quality leadership in order to promote effective teamwork, encourage good quality professional dialogue and continued school improvement with sound processes for self-evaluation in place.

-q Ensure that all staff members have opportunities to improve their skills and professionalism by providing a structured programme of development.
Positive Behaviour Management
Positive Behaviour Management is a vital component in helping Longside School to achieve its aims and values. Our Golden Time procedure is included at the back of the Handbook.

Discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Promoting Positive Behaviour
We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. Certificates are presented to individual children for effort and special achievements at assemblies. We also use Learning Logs to record general achievements and exceptional work gets a HeadTeacher’s Award. Longside School has a very active and successful ‘House System’. On entry to school each pupil is allocated to one of four Houses – Bruce (blue), Ferguson (green), Keith (red) and Skinner (yellow). Pupils are awarded points in a variety of ways e.g. special achievements, good manners, acts of kindness, etc. These points are totalled and the winning House wins the School House Trophy and each pupil gets a special certificate.

Bullying
Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.
It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is not bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is not bullying. Sustained victimisation is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing. The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Longside School are few and far between.

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

**Restorative Approach to Bullying Behaviour**

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Aberdeenshire Council has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

**Exclusion**

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. For further information on exclusions contact the school or go to [www.aberdeenshire.gov.uk/about/departments/GuidelinesForExclusion.pdf](http://www.aberdeenshire.gov.uk/about/departments/GuidelinesForExclusion.pdf)
CURRICULUM

Curriculum for Excellence
Curriculum for Excellence has now been introduced across Scotland for all 3 – 18 year olds- wherever they learn.

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

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

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

• A coherent learning experience
• Experiences in health and well-being
• Cultural experiences
• Environmental experiences
• Vocational experiences
• Creative and enterprising experiences
(In Aberdeenshire Schools this includes a strong focus on learning In, About and Through the environment i.e. outdoor learning.)

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

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

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas and attainment and achievement in these areas are continually scrutinised and reviewed annually by the school.
Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

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

**School Policies**

School and authority policies are currently 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.

See Nursery Handbook for Nursery Curriculum and pupil choice information.

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

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

**LONGSIDE SCHOOL’S CURRICULUM**

**Health & Wellbeing – The Responsibility of All**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.
We take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

I can expect my learning environment to support me to:

- develop my self-awareness, self worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

**Physical Education, Physical Activity & Sport**

All pupils, primary 1 to primary 7, will have P.E., either with a visiting specialist or with their class teacher (sometimes both).

In addition, we have regular morning exercise sessions.

During the summer term we hold a sports event where children take part in a potted sports and a variety of races. Parents are invited to attend.
Literacy & English – The Responsibility of All

The development of literacy skills plays an important role in all learning.

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and again explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

In developing my English language skills:

- I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland’s literacy and linguistic heritage
- I enjoy exploring and discussing word patterns and text structures.

Modern Languages

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

Through my learning of a new language:

- I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages
- I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world
- I develop skills that I can use and enjoy in work and leisure throughout my life.

Numeracy & Mathematics – The Responsibility of All

My learning in mathematics enables me to:
• develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
• engage with more abstract mathematical concepts and develop important new kinds of thinking
• understand the application of mathematics, its impact on our society past and present, and its potential for the future
• develop essential numeracy skills which will allow me to participate fully in society
• establish firm foundations for further specialist learning
• understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
• interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
• apply skills and understanding creatively and logically to solve problems, within a variety of contexts
• appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Expressive Arts

Experiences in the expressive arts (Art & Design, Dance, Music and Drama) involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

My learning in, through and about the expressive arts:

• enables me to experience the inspiration and power of the arts
• recognises and nurtures my creative and aesthetic talents
• allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
• provides opportunities for me to deepen my understanding of culture in Scotland and the wider world
• is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

Religious & Moral Education

Learning through religious and moral education\(^1\) enables me to:

\(^1\) Religious education has a statutory position in Scottish education, relating to schools but not to pre-school centres.
• recognise religion as an important expression of human experience
• learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
• explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
• investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
• recognise and understand religious diversity and the importance of religion in society
• develop respect for others and an understanding of beliefs and practices which are different from my own
• explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values
• develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
• develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
• make a positive difference to the world by putting my beliefs and values into action
• establish a firm foundation for lifelong learning, further learning and adult life.

SCIENTIFIC\n
The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable me to:

• develop curiosity and understanding of the environment and my place in the living, material and physical world
• demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
• develop skills for learning, life and work
• develop the skills of scientific inquiry and investigation using practical techniques
• develop skills in the accurate use of scientific language, formulae and equations
• apply safety measures and take necessary actions to control risk and hazards
• recognise the impact the sciences make on my life, the lives of others, the environment and on society
• recognise the role of creativity and inventiveness in the development of the sciences
• develop an understanding of the Earth’s resources and the need for responsible use of them
• express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
• develop as a scientifically-literate citizen with a lifelong interest in the sciences
• establish the foundation for more advanced learning and future careers in the sciences and the technologies.

SOCIAL STUDIES

Learning in the social studies will enable me to:

• develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
• broaden my understanding of the world by learning about human activities and achievements in the past and present
• develop my understanding of my own values, beliefs and cultures and those of others
• develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
• explore and evaluate different types of sources and evidence
• learn how to locate, explore and link periods, people and events in time and place
• learn how to locate, explore and link features and places locally and further afield
• engage in activities which encourage enterprising attitudes
• develop an understanding of concepts that stimulate enterprise and influence business
• establish firm foundations for lifelong learning and for further specialised study and careers.

TECHNOLOGIES

The Technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.
Learning in the technologies enables me to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden my awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

**Educational Visits**
We offer various educational visits during the course of the school year. We believe that ‘hands on’ experiences greatly enhance a child’s education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education Learning and Leisure. We give parents as much notification as possible with regard to visits that affect their child.
Primary 7 pupils usually have the opportunity to go on a 4 day residential trip. This usually takes place in term 4 and has a focus on health and well-being as well as physical activity.

**Learning and Teaching**
Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.
We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

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

There are circumstances when all pupils in the class are given the same task. In these circumstances teachers will look for and accept different levels of outcome based on their knowledge of the individual child’s strengths.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way.

Arrangements for Pupil Choice and their Involvement in What and How they Learn
The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in Inter-Disciplinary Learning Projects the children might choose to communicate their learning through a report, a presentation, a piece of artwork or some other medium. Our children often have opportunities to pursue areas of personal interest by exploring a particular aspect of a ‘learning theme’: e.g. Clothes worn by ancient Greeks, Features of a Place of Worship, the topography of a particular region of interest, etc. Through the use of learning logs (and profiling) the pupils are involved in acknowledging their successes/achievements and setting their own targets in learning. Parents are involved in these processes too.

For further information on specific aspects of learning, please contact your child’s teacher in the first instance.
Further information about Aberdeenshire’s curriculum framework can be found at [www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf](http://www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf)

Further information about Curriculum for Excellence can be found at [www.educationscotland.gov.uk/thecurriculum](http://www.educationscotland.gov.uk/thecurriculum)

**PUPILS’ INVOLVEMENT IN THE LIFE OF THE SCHOOL**

**Taking Responsibility**

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

- **Buddies** – P7 pupils are paired with P1 pupils and help them to settle into school life
- **Pupil Parliament** – Each class has representation and aspects of school life are explored
- **Young Leaders** – Lead and support play activities for younger pupils
- **JRSO (Junior Road Safety Officer)** – deliver important messages on road safety
- **ECO Committee (Parents & Pupils)** – help the school become more environmentally friendly
- **Health Promoting Schools Group (Parents & Pupils)** – helping the school become healthier
- **School House Meetings** – Pupils work on enhancing aspects of school life

**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 information is 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 Longside School use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:

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

National advice outlines that for learners to demonstrate that their progress is **secure** and that they **have achieved a level**, they will need opportunities to show that they:
• Have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
• Can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
• Can **apply** what they have learned in new and unfamiliar situations

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

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

More formal assessments are also carried out to confirm teachers’ professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources.

All Aberdeenshire schools use PIPS standardised assessments (Performance Indicators in Primary Schools) in P1 and InCAS standardised assessments (Interactive Computerised Assessment System) in P3, P5 and P7. These assessments provide Quantitative Data to support other sources of assessment evidence to provide the fullest picture of progress in learning for individual children and within schools.

Within school and across the Mintlaw schools, moderation work also takes place. This involves teachers from different schools comparing samples of pupils’ work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Parents receive information about their children’s progress and achievements throughout the year in a number of ways 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. School reports are sent home around March of each year. 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, our current p6 and p7 classes already have these. These profiles will be produced in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

We also invite parents to make us aware of their children's achievements outside school on an ongoing basis. Our Learning Logs invite contributions from parents.

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

Extra Curricular Activities
At Longside School we offer a range of extra curricular activities. We rely upon the goodwill of staff and the support of parents in running these clubs. Information regarding current clubs (including those led by Active Schools) and extra curricular activities will be communicated throughout the year via school bulletins. A range of Cultural, sporting and arts opportunities are offered as these become available.

Instrumental Tuition
From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Information about tuition is sent out from the school to all parents.

For further information
www.aberdeenshire.gov.uk/parentscarers/information/music_service

SENSITIVE ASPECTS OF THE CURRICULUM
Spiritual, Moral, Social and Cultural Values
The Development of Pupils' Values
In our school we are committed to providing appropriate opportunities for the development of pupils’ spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents. Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful
manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at www.aberdeenshire.gov.uk/about/equality.asp

Religious and Moral Education
Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature. We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

- Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

Our Assemblies include occasional visits from members of local faith groups. We may also visit the local church and other places of worship as part of planned learning. We usually have a Christmas Service at Longside Parish Church.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.
RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD
The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.
(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

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

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

Nursery – P4
- Friendships and relationships
- Carers and people who look after us
- Respect and appropriate behaviour
- Keeping safe
- Similarities and differences
- The growing body and body parts (correct terminology)

P5/6/7
- Wide ranging friends and relationships
- Health and wellbeing of others
- Changing relationships
- Respect and appropriate behaviour
- Emotional issues
- Puberty and personal hygiene
- Keeping safe
- Giving birth
- Looking after a baby
- Role of a parent/carer

These areas are not taught in isolation, but are included across many areas of the curriculum. In addition to the learning areas, the following topics may be discussed at age appropriate stages:
Physical development – e.g. menstruation, reproductive parts  
Sexual behaviour (e.g. masturbation)  
Contraception and safer sex  
Sexually transmitted infections  
Sexuality and gender

ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION

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

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

School
• Building supportive and positive communication with parents.
• Encouraging parents to view the teaching and resource materials.
• Dealing with parental concerns.
• Providing staff with appropriate training and support.
• Actively seek parents’ support through activities such as:- homework tasks, questionnaires, training, workshop and information sessions.

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

In early and lower primary the curriculum focus is on:-
  • handling and understanding relationships  
  • personal and physical changes.  
  • respecting oneself and others

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

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

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

**DRUGS EDUCATION/SUBSTANCE MISUSE**

**The Aims of Substance Misuse Education**

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

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Longside School programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.
Section 3

Parental Involvement

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

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

Parents can support learning at home through:

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

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

- Helping with any homework your child may be tasked with and remember to sign the completed work (see Parentzone for further information on helping your child at home.)
  
http://www.educationscotland.gov.uk/parentzone/index.asp
- Volunteering with an aspect of school life (please note that all volunteers need to undertake a Disclosure Scotland PVG 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
- Complete the SCISWS questionnaire that comes home from the nursery so that we can take your views into consideration when planning nursery improvements.

3. **Parental Representation**:
- Parent Councils are parent led and supported by the school with all parents automatically being members of the ‘Parent Forum’. The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan
• They may comment upon and contribute to the development of the Standards and Quality Report
• Provide an annual report for parents on their work throughout the year.
• You can find out more about your Parent Council by contacting the Parent Council Chair or the Head Teacher or by clicking on the link below:

http://www.aberdeenshire.gov.uk/consultations/detail.asp?ref=3C6AEC305BBB4D88802576CE00549127

Communication
We are keen to maintain excellent and open communication links with parents and have a number of methods for this.

A school Newsletter is sent home every term with further Newsletter Updates produced periodically. Any comments about these, either in person or returned with comments, are very welcome

We will contact you by telephone or by letter if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child’s development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team, exchanging information about your child’s day in Nursery or information from home that you feel is important for the Nursery team to be aware of.

Usually in November you will be invited to attend a short parent interview. This is a chance to meet and get to know your child’s new teacher and share any information you feel would help the school to plan next steps for your child. At this interview the teacher will share information regarding your child’s personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.

You will receive a written report on your child’s progress during the spring term. Interviews can be scheduled following the distribution of progress reports.

Other means of communication include parent workshops, Footloose Fridays (open afternoons), curricular evenings, concerts, class assemblies, performances, open evenings and the local and national GLOW website. All parents will be issued with passwords to access the school GLOW site.
HEALTH CARE
Specific school staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition.
The School Health Team, (eg school doctor, school nurse, speech and language therapist etc.) working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all school children.

Primary 1
Parents are asked to return a completed health questionnaire. A Health Support Worker checks height and weight for all children and health interviews will be carried out by the School Nurse on selected children only. Hearing and vision are no longer checked in school.

Primary 7
All parents are asked to return a completed health questionnaire. An opportunity to discuss health problems with the School Nurse is offered.

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.

YOU CAN CONTACT YOUR SCHOOL HEALTH STAFF AT: -
Ms. Kelly Jarvis, School Nurse – 01771 622994

THE PROGRAMME OF ROUTINE DENTAL INSPECTION OF SCHOOL CHILDREN
Aberdeenshire Community Dental Service will be inspecting P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date. Immediately after the inspection, parents will be informed in writing of their child’s caries (dental decay) risk category. Those children who are not registered with a dentist are invited to arrange an appointment for their child to attend the Community Dental Service for a single course of treatment after which parents are encouraged to register their children with a general dental practitioner. Treatment is undertaken at a
clinic or in a mobile dental unit, at a location convenient to the patient. Parents are invited to attend.

See Nursery Handbook for information about the Childsmile Toothbrushing Programme.

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

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child’s treatment may need to be given.

Transitions
We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Longside School we have arrangements in place to support transitions and these are outlined below.

Transfer to Ante-Pre School and Pre-School Nursery
In order to support and ease transition into Ante-Pre School/Pre-School Nursery, we arrange a series of induction events/meetings/Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the Nursery setting, to meet staff, to meet with the other children and to find out about life in Nursery and what you can do to support your child’s transition into Ante-Pre/Pre School. A major part of this process involves parents sharing information about their children’s needs and you will be asked to complete a number of forms regarding e.g. your child’s specific needs. Any other Ante-Pre School setting your child is joining us from may also provide transition information regarding your child.

Deferrals to P1
Where parents have concerns regarding their child’s entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance although the decision remains with the parent.

Transfer to Primary 1
In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children including your child’s buddy and to find out about life in school and what you can do to support your child’s transition into P1. The induction process starts in your child’s pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

Induction meetings are arranged for parents around May/June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child’s teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children’s learning at home and parents are asked to complete a range of forms to gather information about e.g. your child’s medical needs, contact addresses, special needs etc.

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines.

Parents are also invited to join their P1 children for a school lunch.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to prospective P1 parents around April.

**Transfer to Secondary Education**

Most children from Longside School attend Mintlaw Academy. (Telephone Number 01771 622994).

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 2/3 days at Mintlaw Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Mintlaw Academy where information will be shared and questions can be asked.

Liaison between Longside Primary and Mintlaw Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Mintlaw CSN schools. Transition art projects, sports festivals, trips, invites to academy shows and other ad hoc activities are arranged for P7 pupils to get together. We may also link up with other Mintlaw schools for a residential trip.

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

Mintlaw Academy staff also visit our pupils in Longside Primary where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, (following placing requests) Longside School would establish any relevant links.

Placing request forms are available from the school – see p9 for further information on placing requests.

Transitions Between Stages
For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Around June of each year “step up” time is also arranged where pupils can meet their next teacher and their classmates. Opportunities throughout the year for children to work on joint projects, e.g. ‘House’ Work help to ensure that the children have opportunities to work with other staff and pupils.

If you have any particular concerns regarding transitions, please make an appointment to see the Head Teacher.

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 services.

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 or 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.’

From National Guidance for Child Protection in Scotland 2012

Categories of abuse include:

- Physical
• Physical neglect
• Emotional
• Sexual
• Non Organic Failure to Thrive

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children the essential information about protecting children from harm. Where parents have concerns about the safety or protection of any child they can contact the National Child Protection Line on 0800 022 3222 at any time. For further information go to North East Child Protection Committee website on [www.nescpc.org.uk](http://www.nescpc.org.uk)

All Education, Learning and Leisure 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 establishments are required to provide Child Protection awareness raising to all teaching and non-teaching staff on the first day of each session.


**ABERDEENSHIRE COUNCIL EDUCATION LEISURE AND LEARNING**

**SUPPORT FOR PUPILS**

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

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

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

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

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

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.
The Getting it Right approach looks at eight areas of ‘well-being’. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

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

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

For more information about Aberdeenshire’s approach to GIRFEC go to; [http://www.aberdeenshire.gov.uk/about/departments/girfec](http://www.aberdeenshire.gov.uk/about/departments/girfec)

**Key Adult**

Other than you, your child’s teacher is generally the person who knows your child best and as such is your child’s key adult. However, where significant additional support needs are present the key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

**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. Some children may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty. In Aberdeenshire we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include; educational psychologist, school nurse and doctor,
family support workers, speech and language therapists, pupil support workers, police liaison officers and our support for learners’ teacher. 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 Service

Educational Psychologists contribute to the development of high quality education and improving outcomes for all children and young people in many different ways:

- Improving life chances for children, young people and families at risk;
- Working to ensure Aberdeenshire’s children have the best start in life and are ready to succeed;
- Supporting Aberdeenshire’s young people to become successful learners, confident individuals, effective contributors and responsible citizens;
- Contributing to the implementation of a curriculum for excellence;
- Supporting Aberdeenshire to develop more and better employment opportunities for all.

What do Educational Psychologists do?

The Educational Psychology Service (EPS) works at three levels: child and family, establishment and authority. Within each level of work, Educational Psychologists (EPs) have five core functions:

1. Consultation involves working collaboratively with the people most closely involved with a particular issue. The aim is to explore the issue(s) and to collectively generate workable solutions;

2. Assessment may involve direct or indirect work with the child/young person. Direct assessment tools include observation, analysis of work, questionnaires, curriculum based assessment, dynamic assessment, checklists and scales. Indirect assessment is based on an analysis of information gathered in consultation with those most directly involved with the individual or issue (e.g. parents, school staff, other professionals);

3. The purpose of an assessment is to inform future intervention. An intervention is a strategy designed to overcome barriers to learning. A group, class or whole-school intervention may stem from work originating at an individual level. Planning interventions is an important part of consultation. In some cases the psychologist may be involved in the implementation of an intervention;

4. Psychologists provide training for children and young people, parents, teaching staff and other professionals on a variety of topics. They also identify training needs within the education authority, provide advice on training content
and delivery, and evaluate training programmes. Training can take the form of workshops, presentations and ongoing professional development dialogue;

5. Psychologists carry out research projects. This may involve action research, evaluations and literature reviews on issues related to learning and teaching. Research findings are disseminated to relevant stakeholders (e.g. other Educational Psychologists, parents, teachers, other professionals).

How do Educational Psychologists become involved?
During planned visits to schools, the Educational Psychologist meets with staff to discuss whole-school and class issues and how best to meet the needs of children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change. The Educational Psychologist may support teachers in assessing how different circumstances and teaching approaches affect learning and behaviour.

Depending on individual needs it may be agreed that a Formal Educational Psychology Consultation would be helpful to discuss an individual child or young person’s needs. The school will ask the parents’ or carers’ permission to hold a consultation meeting. This is a problem solving discussion led by the Educational Psychologist, with parents or carers, school staff and sometimes other people who can helpfully contribute. The meeting is chaired by the Educational Psychologist and usually lasts around 45 minutes. The child or young person can also be supported to attend the meeting or contribute in some other way if appropriate. The aim is to agree a plan of action to bring about positive changes for the child or young person, the agreed action may or may not include direct involvement from the Educational Psychologist. A follow-up consultation meeting will be held to review progress and decide whether any further actions are needed. The need for ongoing involvement from the Educational Psychologist will be regularly reviewed.

If parents or carers have concerns about their child’s education it is best to share them with school staff first, as most problems can be solved in school. It is possible for parents/carers to request the involvement of an Educational Psychologist by contacting the Service directly although most usually school staff will contact the Educational Psychologist (with parental permission) if they feel that he/she would be able to help.

Further information about the Educational Psychology Service is available from the school or the Educational Psychology Service website on www.aberdeenshire.gov.uk/eps

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

Pupils who have more significant identified needs, and need more support than can be provided in their local primary school, can be supported in the area ‘Enhanced Provision resource’ a school which has additional staffing and resources. At least one primary in every Aberdeenshire Cluster is additionally resourced. In Mintlaw CSN, New Pitsligo School and Mintlaw Primary offer enhanced provision. All Aberdeenshire secondary schools have Enhanced Provision resources. There are also 4 special schools in Aberdeenshire, and these Aberdeenshire specifically resourced schools also have additional levels of staffing, expertise or resources to allow them to meet very significant or profound needs.

For further details contact:

ASN Manager  
Education Learning and Leisure Service  
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 Department have developed a framework to support school decisions and practice around supporting children and young people.
Stage 1: School Based Action
Consultation can be provided by any agency/service
Any actions required are delivered within the school context by school staff. Personal Learning Planning is used and where appropriate pupils have individualised educational programmes.

Stage 2: Education & Recreation Service Action (in addition to school-based action)
- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context.
- There will be a need for action by education and recreation services out with the school. Again, where appropriate, pupils have individualised educational programmes. It may also be necessary to consider the need for Managing Accessibility Plans.

Stage 3: Multi Agency Action
- Consultation can be provided by any agency/service
- There is a need for action by education and recreation services as detailed in stage 2 along with integrated collaborative action by other agencies.
- Pupils should have individualised educational programmes and other planning formats such as CSPs may also be considered where pupils meet the relevant criteria.

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 Plans or IAF plans. 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 to provide significant levels of support to a pupil.

What to do if you are anxious about the support your child has in school
The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.
If you have any queries or anxieties about your child’s additional needs, or about the support being provided to meet those needs, as a first step please contact your child’s class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

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

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

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

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

**For local advocacy contact:**

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

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

**Independent Mediation Services**

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

Children 1st  
15 Frithside Street  
Fraserburgh  
Aberdeenshire  
AB43 9AR  
Tel no 01346 512733  
Fax no 01346 512810  
Email fraserburgh@children1st.org.uk
Additionally, information for the Scottish Child Law Centre can be found at:
www.sclc.org.uk

Additional Support Needs School Policy
The school’s policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Support for Learning Teacher and/or other agencies as noted above. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher and learning support staff. Occasionally where deemed necessary the children may be supported individually or in small groups away from the classroom in a quiet setting within the school.

Dealing with Concerns & Complaints
Concerns
We understand that parents may have concerns about their child/ren from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), homework, learning difficulties etc.

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

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

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the Head Teacher for further advice.

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

For further information e mail - hrpolicyteam@aberdeenshire.gov.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

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

Aberdeenshire Education, Learning and Leisure Service 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.
Section 4

School Improvement

Data Protection
SCHOOL IMPROVEMENT

Standards & Quality & Improvement Planning
All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around October 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 will be encouraged to comment on and add to this report before it is finalised and sent to parents.

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

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

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

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

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data is collected and transferred?
Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify ‘localities’ rather than specific addresses. Dates of birth are passed on as ‘month and year’ only, again to
ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

**How Does Aberdeenshire Council Hold and Store Pupil Data**

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

**Data Protection Act 1998**

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

**Fair Processing Notice**

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

**What personal data will be collected?**
The information which you provide may include:

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

**For what purposes will your personal data be used?**
The information which you provide on the attached form will be used by Aberdeenshire Council for the following purposes:

- Provision of education to your child
• Provision of additional educational support for your child (if required or requested)
• Provision of transport for your child (if required or requested)
• Provision of extra curricular activities for your child (if required or requested)

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, Careers Scotland, or Scottish Government departments such as the ScotExed 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.

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:

www.educationscotland.gov.uk/parentzone/yourchildatschool/accessyourchildsrecord
Section 5

Annual Updates
SCHOOL CLOTHING GRANTS
Parents or carers who have a child under 16 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, but not Working Tax Credit, and where your income is less than £15,860 (in 2011/12 as assessed by the Inland Revenue)
- Support provided under Part VI of the Immigration and Asylum Act 1999

Qualify for a School Clothing Grant. Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify. Further information is available from:


CAN MY CHILD GET FREE SCHOOL MEALS?

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

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £15,860
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6,420
- By email: benefits@aberdeenshire.gov.uk
- In person at one of our Benefit Offices

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

School Meals charges are currently £2.00 per ticket and £20.00 for a book of 10 tickets. Cheques should be made payable to Aberdeenshire Council.
Longside School - Golden Time Procedure

- Children earn 5 minutes per day plus 5 minutes on top of that if they have earned all 25 minutes.

- If a child does not earn 5 minutes for one day, the extra 5 minutes may still be awarded, at the discretion of the class teacher, at the end of the week, for restorative purposes.

- Each class will have a visual display of how much Golden Time has been earned by each child.

- Each child will be given two warnings before they do not earn their Golden Time of 5 minutes for that day.

- Golden Time will take place on a Friday.

- Each class will have a box of special toys etc. to be kept for Golden Time. Our Pupil Parliament will be responsible for identifying appropriate content.

- Children who are not participating in Golden Time activities (for a spell) will spend this time on other classwork.

Visiting Specialists & PSA’s in Playground

- Children given a warning should receive a yellow “Warning” card to be given to class teacher on return to class.

- Teacher will add this to any other warnings the child has for that day.

- This will avoid children automatically “not earning” 5 minutes before they have received 2 warnings.
## LONGSIDE SCHOOL STAFF 2013-14

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teacher</td>
<td>Mr J. D. Imlah</td>
</tr>
<tr>
<td>Principal Teacher</td>
<td>Mrs V. Willox</td>
</tr>
<tr>
<td>Nursery Teacher</td>
<td>Mrs N. Bain</td>
</tr>
<tr>
<td>Nursery Nurses</td>
<td>Mrs L. Park &amp; Ms. R.J.Gray</td>
</tr>
<tr>
<td>Teacher in P1</td>
<td>Mrs V. Willox (Mrs. G. Anderson 2 days)</td>
</tr>
<tr>
<td>Teacher in P2</td>
<td>Mrs A. Johnston</td>
</tr>
<tr>
<td>Teachers in P2/3</td>
<td>Mrs H. Birnie/Mrs L. Brown</td>
</tr>
<tr>
<td>Teacher in P4</td>
<td>Ms. C Boddington</td>
</tr>
<tr>
<td>Teacher in P5</td>
<td>Ms. D. Stapley</td>
</tr>
<tr>
<td>Teacher in P6</td>
<td>Miss F. Ingram</td>
</tr>
<tr>
<td>Teacher in P7</td>
<td>Mr. M. Taylor</td>
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<tr>
<td>ASN Teacher</td>
<td>Mrs J. Seivwright</td>
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<tr>
<td>Visiting Teachers:</td>
<td></td>
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<tr>
<td>Music</td>
<td>Mr D Park</td>
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<tr>
<td>PE</td>
<td>Mr M Witt</td>
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<tr>
<td>Art</td>
<td>Mr D Harris</td>
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<tr>
<td>Science</td>
<td>Miss S Gibb</td>
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<tr>
<td>MLPS</td>
<td>Ms. D Lynch</td>
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<tr>
<td>Drama</td>
<td>Miss K Potts</td>
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<tr>
<td>Violin Tuition</td>
<td>Mr A Milne</td>
</tr>
<tr>
<td>Cello Tuition</td>
<td>Mr G John</td>
</tr>
<tr>
<td>Instrumental</td>
<td>Ms. Gill</td>
</tr>
<tr>
<td>Pupil Support Assistants</td>
<td></td>
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<tr>
<td>Mrs T. McSeveney</td>
<td></td>
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<tr>
<td>Mrs S. McDonald</td>
<td></td>
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<tr>
<td>Ms. R. Gray</td>
<td></td>
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<tr>
<td>Mrs J. Davidson</td>
<td></td>
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<tr>
<td>Mrs W. Dyke</td>
<td></td>
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<tr>
<td>Mrs S. Cairney</td>
<td></td>
</tr>
<tr>
<td>School Administrator</td>
<td>Mrs V Thorpe</td>
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<tr>
<td>Clerical Staff</td>
<td>Mrs J Davidson</td>
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<tr>
<td></td>
<td>Mrs D Penny</td>
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<tr>
<td>Cleaners</td>
<td>Mrs S McWilliam</td>
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<tr>
<td></td>
<td>Mrs A Bain</td>
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<tr>
<td></td>
<td>Miss L. Godelyte</td>
</tr>
<tr>
<td>Kitchen Staff</td>
<td>(cook) Miss L Watt</td>
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<tr>
<td></td>
<td>Mrs K McCrory</td>
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<td></td>
<td>Mrs J Smith</td>
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<td></td>
<td>Ms J Cadger</td>
</tr>
<tr>
<td>Janitor</td>
<td>Mrs R Niven</td>
</tr>
</tbody>
</table>
Longside School

Calendar 2013/14

AUG
Mon 19th – Staff In-Service
Tues 20th – Children Return

SEP
Tues 3rd – Treasure Island performance in school, 9.15 a.m.
Mon 9th – Parent Council AGM, 6.45 p.m.
Fri 27th – Footloose Friday 1 (2.40 – 3.10 p.m.)
Sat 28th – P.C. Bag Packing Event

OCT
Wed 2nd – Parent Council Event
Thurs 3rd – School celebrates 8th birthday with cake at playtime
Mon 14th – Fri 25th – School Closed for October Holidays

NOV
Fri 1st – Footloose Friday 2 (2.10 – 3.10 p.m.) :
   Bonfire Night Theme
   (parents and pupils working together)

Mon 11th & Tues 12th – Staff In Service
12th-19th – Book Fair Visits School
Tues 19th & Wed 20th – Parents’ Meetings
Fri 29th – Footloose Friday 3 (2.40 – 3.10 p.m.)

DEC
Tues 10th – Christmas Concert 1.45 p.m. (Classes sing, instrumentalists perform, Choir)
Wed 11th – Christmas Concert 1.45 p.m.
Wed 18th – Christmas Service at Church TBC
Fri 20th – Occasional Day (School Closed for Christmas Holidays)

JAN
Mon 6th – School Resumes
Tues 21st Jan – Scottish Themed Concert performance 1 (afternoon) TBC
Wed 22nd Jan – Ceilidh p.m. & Scottish Themed Concert performance 2 (evening) TBC
Fri 31st – Footloose Friday 4 (2.40 – 3.10 p.m.)

FEB
Fri 14th – Occasional Day (School Closed)
Mon 17th – Holiday
Tues 18th & Wed 19th – Staff In – Service (Pupils off Fri 14th – Wed 19th inclusive)
Fri 28th – Footloose Friday 5 (2.40 – 3.10 p.m.)

MAR

Wed 5th – Parent Council Event
Friday 7th – Annual Progress Reports Out
Wed 12th – Report Slips returned
Wed 19th – Parent Appointments and Open Evening

APR
Mon 7th – Fri 18th – School Closed for Easter Holidays
Fri 25th – Footloose Friday 6 (2.10 – 3.10 p.m.)
   Commonwealth Games Theme
   (parents and pupils working together)
MAY
Sat 3rd – Spring Fayre
Mon 5th – May Day Holiday

Monday 12th & Thurs 15th: Longside does Commonwealth
1st two consecutive mornings (weather permitting)

Friday 30th – Footloose Friday 7 (2.40 – 3.10 p.m.)

JUN
Mon 9th – Occasional Day (School Closed)
Fri 27th – Footloose Friday 8 (2.40 – 3.10 p.m.)

Friday 4th July last day of school

All parents/Carers are invited into school for Footloose Friday events. You will be able to view your child's/children's work and are invited to share their achievements outside of school. This session we have two special, themed events for parents to get involved with their children. Please observe the 3.10 p.m. finish time so that children can be dismissed promptly at 3.15 p.m.

A separate Class Assembly Calendar will be issued inviting you in for your child's class assembly.


Map of catchment area:

http://www.aberdeenshire.gov.uk/schools/our_schools/detail.asp?schoolid=blsp
Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.