

# **Banff Primary School**

## ***HANDBOOK***



**Academy Drive,  
Banff,  
Aberdeenshire,  
AB45 1BL**

**Tel: 01261 813100**

**FAX: 01261 813111      Head Teacher: Margaret Thomson**

**Email: [banff.sch@aberdeenshire.gov.uk](mailto:banff.sch@aberdeenshire.gov.uk)**



**This document is available in alternative formats  
(Please contact the Head Teacher)**



Dear Parent/Carer

Welcome to Banff Primary School. As Head Teacher, I hope that the partnership between home and school will be productive and enjoyable and that your child settles and enjoys his/her time with us.

We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. Our vision at Banff Primary School is for everyone to be happy, challenged, encouraged, supported, confident and heard. We value that the education of their child/ren is shared with parents who have a very important role to play.

Thus handbook aims to explain how that partnership develops successfully through help, support and expectations. Early communication from parent or school will help to promote this partnership also.

This Aberdeenshire Council handbook is designed to inform parents of as many aspects of life at Banff Primary School as possible and has been written in response to School Handbook Guidance (Scotland) Regulations 2012.

We hope you find this handbook informative.

Yours sincerely

*Margaret Thomson*

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**



## **CONTENTS PAGE**

### **Section 1 – General School Information**

Contact Information –  
School Background –  
Visits of Prospective Parents –  
Admission/Enrolment/School Zone –  
Organisation of School Day –  
School Uniform –  
Pupil Belongings & Valuables –  
School Equipment –  
Arrival at School & Playground Information –  
School Office –  
School Meals/Playpiece/Tuckshop/Cakes & Treats –  
Pupil Attendance & Absence –  
Communicable Diseases, Head Lice & Asthma –  
Emergency Closures/Adverse Weather -  
Parking –  
School Transport -  
After School Club -

### **Section 2 – Curriculum & Assessment**

School Ethos/Aims/Values –  
Positive Behaviour Management –  
Bullying & Exclusion –  
Curriculum –  
Policies -  
Assessment & Reporting –  
Educational Visits –  
Learning & Teaching -  
Extra Curricular Activities –  
Instrumental Tuition –  
Sensitive Aspects of the Curriculum –

### **Section 3 – Parental Involvement/Pupil Welfare & Support**

Parental Involvement & The Parent Council –  
Communication -  
Health Care/Dental Inspection & Administration of Medicines –  
Transitions & Transfer to Secondary School –  
Child Protection –  
Support for Pupils & Key Worker –  
Support for Learners –  
Additional Support Needs –  
Concerns & Complaints –

Insurance –

#### **Section 4 – School Improvement & Data Protection**

School Improvement -  
Standards & Quality & Improvement Planning -

#### **Section 5 – Data Protection**

Transferring Educational Data –  
Data Protection –  
Parental Access to Records -

#### **Section 6 - Annual Updates**

School Clothing Grants & Free School Meals –  
Staff List & Class Allocations –  
Statistical Data –  
Annual Holiday Calendar  
Map of Catchment Area –  
School Plan

# **Section 1**

## **General School Information**

## **SCHOOL CONTACT DETAILS**

Head Teacher: Margaret Thomson  
School name: Banff Primary  
Address: Academy Drive, Banff, Aberdeenshire, AB45 1BL

Telephone Number 01261 813100 (You can leave a message on this line.)  
Nursery Number - 01261 813100  
Website [www.banff-pri.aberdeenshire.sch.uk](http://www.banff-pri.aberdeenshire.sch.uk)  
Email Address [banff.sch@aberdeenshire.gov.uk](mailto:banff.sch@aberdeenshire.gov.uk)  
Type of School – Banff Primary School is a Primary school with nursery and Enhanced Provision

Present Roll: Nursery 120 Primary: 385

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

Denominational Status – Banff Primary 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 e mail address – [alisongreenlaw@yahoo.co.uk](mailto:alisongreenlaw@yahoo.co.uk) and [lisawatt@hotmail.co.uk](mailto:lisawatt@hotmail.co.uk)

The Facebook page is Banff Primary School Parent Council

**Information Line 0870 054 4999 (school pin no: 021320)** (Please do not use this line to leave messages for the school.)

**Adverse weather and emergency closure -** [www.aberdeenshire.gov.uk/closures](http://www.aberdeenshire.gov.uk/closures)

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

Local Area Office:

Woodhill House  
Westburn Road  
Aberdeen  
AB16 5GB

Quality Improvement Officer:

Adele Scrimshaw  
[Tel:01467](tel:01467628066) 628066

**Contact details for  
Director of Education, Learning and Leisure**

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

**Banff Primary School Background Information:**

Banff Primary School is 15 years old. The building was completed in 2002. The school is located in the centre of Banff comprising a new, modern building and the re-furnished former Academy. The school was the first in Aberdeenshire to have been part of a Private, Public Partnership. The school was built and is maintained by Robertson (Scotland) PLC.

We have an intake of children from the age of three years when they enter the Nursery. Most pupils will spend two years in the Nursery before moving to a Primary 1 class at the beginning of the next school year in August. Our Nursery is fully integrated and accommodates all mainstream and ASN (Additional Support Needs) pupils. We have 15 classes in the mainstream school, 3 P1 classes and two classes for each age group from Primary 2 to Primary 7. In addition we have pupils with Additional Support Needs, who benefit from working in smaller groups and they make up two learning stages in our Enhanced Provision.

At the end of Primary 7, around the age of twelve years, pupils transfer to Banff Academy.

The full inclusion of each individual child, and meeting of their individual and specific needs is central to everything we do at Banff Primary School.

The Burgh of Banff is an attractive town with some outstanding Georgian architecture, the beautiful and historic Duff House and golf course. There are a full range of supermarkets and smaller specialist shops in the town which is a popular tourist destination. There is also Deveron Vale Football Club and Deveron Vale Juniors provide training for school age pupils.

The school is non-denominational and the catchment area is the town of Banff and the surrounding rural area. The catchment area stretches from Banff in the north to Moss of Banff in the west, Bridgend of Mountblairry to Mill Haugh in the east. The school's current roll is 465 in total which includes 120 pupils in nursery.

Banff Primary School provides education for children aged 3 – 12 i.e. from ante-pre school nursery – P7.

Banff Primary School has 30 teaching staff (some are part-time, and 13 Early Years Practitioners. The Head Teacher and 2 Deputy Head Teachers are non class committed. Specialist teachers help with the delivery of Modern Languages, Music, Art and Drama and Physical Education. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs. Our Active Schools Coordinator provides a range of additional active and sporting activities for the children.

The school is supported by 19 Pupil Support Assistants, 1 school administrator, 2 receptionist/clerical assistants, and 6 kitchen staff. Cleaning and Janitorial staff members are employed by Robertson PLC who manage the facility.

On leaving Banff Primary School, the pupils transfer to Banff Academy. Banff Primary School is part of the Banff Children's Network and works closely with the other 8 schools in the Network.

Community links are a valued part of school life. Pupils participate in several community projects such as Boatbuilding, Deveron Radio broadcasts, Forest schools, Harvest gifts and Carol singing at local nursing homes. Members of the wider community are invited to join us for class assemblies, Enterprise Day, buffets breakfasts and schools shows. The school canteen is open for Breakfast Club from 8.30 a.m. There is an after school club, SCOOBY'S which operates daily until 6.00pm. This is self-funding and the Head Teacher is a committee member. The school has a very supportive Parent Council and associated sub groups. These groups support school improvement activities and raise additional funds to provide many extras for the pupils in the school.

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

HMIe last inspected the school in 2006, with a follow up visit in 2008. The school is one of the few mainstream schools in Scotland to be accredited by the National Autistic Society. The school is also accredited at commended level as a Health Promoting School, has a Gold Enterprise Award and a Silver Eco School Award. The school has also been recognised as a Bird Friendly School and has an International Schools Award. We have also been awarded Level 2 as a Rights Respecting School.

Pupils in our Enhanced Provision classes have been accredited by RSCDS for their participation in Scottish Country Dance.

For further information about classes and teachers please see the coloured section at the back of this handbook.

## **VISITS OF PROSPECTIVE PARENTS**

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

## **Admission/Enrolment**

### **Early Years and Childcare Admissions**

Every child is entitled to a free part-time education place at the start of the term following their third birthday.

There are 120 places available in Banff Early Learning and Childcare Centre (to be known as ELCC). Every child is entitled to a fully funded early learning and childcare place at the start of the term following their third birthday. We also have dedicated spaces for children with Additional Support Needs and those requiring extended day care. All parents should submit an application form for their child, to the Early Learning and Childcare Centre of their choice during the admissions period. It should however be noted that should a place not be available at the first choice of ELCC, a place will be offered in an alternative provision in accordance with Aberdeenshire Council Policy. Some two year olds are also eligible for free ELCC throughout Aberdeenshire. For more information please visit [www.earlylearningandchildcare.scot](http://www.earlylearningandchildcare.scot)

Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional support needs in accordance with the Additional Support for Learning Act 2006. Health & Social Services usually identify these children and parents should complete the Additional Support Needs Information on the Application Form. Parents/Carers will be invited, by the Head Teacher, to discuss the needs of their child and guided through the Additional Needs process.

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

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

Pupils who attend our ELCC are taught by appropriately qualified staff who are registered with their professional bodies. All settings adhere to Care Inspectorate guidelines and standards. Nurseries are open to announced and unannounced inspections by this body. Children's early learning follows Curriculum for Excellence 3-18 guidance and principles and Building the Ambition national practice guidance on Early Learning and Childcare.

Parents should be aware that children who attend nursery at Banff School but who do not live in the Primary School catchment area will not automatically move into our Primary School. Further details can be gained from the Head Teacher.

### **Primary Admissions**

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in August.. Those whose fifth birthday is between the August start date 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/schools/information/primary-school-registration/](http://www.aberdeenshire.gov.uk/schools/information/primary-school-registration/)

Parents of children joining the school in classes other than P1 or in the middle of a school session will have agreed a start date following consultation with the Head Teacher. A visit to the school will usually take place.

Any transfer information, including school work, can be helpful in supporting your child's continued education. Records from other Aberdeenshire schools are automatically transferred internally but when the school is outwith the Authority, the school will contact the child's previous school to obtain records.

### **Buddy System**

When your child begins school with us at any stage our buddy programme will support those early days. For this your child will be given a nominated buddy to guide them through the school routines and building.



### **School Zone**

A map showing the school zone/catchment area is included at the back of this booklet. Please note that children who live within the school catchment zone are automatically entitled to a place in school. Please use the zone map to check whether or not you live within the Banff Primary 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 Banff 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*.

<http://aberdeenshire.gov.uk/schools/parents-carers/school-info/notes-for-parents/>

### **ORGANISATION OF THE SCHOOL DAY**

School Hours P1-3: 8.55 a. m - 12.00 p.m.; 12.45 p.m. – 3.00 p.m..

P4-7: 8.55 a. m. - 12.35 p.m.; 1.20 p.m. - 3.00 p. m.

**Pre-school Class Hours: Morning session – Soft Start** 8.40a.m – 8.55a.m.  
**Soft Finish** 11.35 a.m. – 11.50 a.m.

**Afternoon session – Soft Start** 12.25 p.m. – 12.40 p.m.  
**Soft finish** 3.20 p.m. – 3.35 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. Sweat shirt orders are processed in the autumn and spring terms. Personalised Banff Primary Uniform can be purchased online from 2 different suppliers – Tesco.com and Price and Buckland The websites are **[tesco.com/ues](http://tesco.com/ues) and [www.pbparentsonline.co.uk/banffprimary](http://www.pbparentsonline.co.uk/banffprimary)** We can also provide 'nearly new/recycled' sweatshirts for parents who would wish to make use of these.

School uniform consists of - school sweatshirt with school logo, white polo shirt, dark school skirt or trousers, dark school shoes(children should not wear high heeled shoes as these cause safety concerns). There also hoodies and shower-proof jackets. We appreciate your cooperation in support of this.

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

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.

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

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.

For information about nursery sweatshirts and clothing suggestions see separate nursery handbook.

**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 and Valuables**

In each cloakroom the children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Parents should note their responsibility to ensure packed lunches have a cold pack included. 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. If pupils are required to bring a mobile phone to school by parents, a note should be sent to the class teacher and the phone should be handed in to the school office.

### **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. It is also very useful if children bring a wet weather activity, colouring book and pencils, puzzle book or cards that they can play with at their desks during a wet indoor playtime.

In P1 children receive a 'book bag' for keeping homework jotters and reading books in. This helps to keep these resources in good order. Please note, should reading books be lost or damaged, parents are requested to pay £3.00 towards the cost of a replacement.

### **Arrival at School & Playground Information**

All pupils whether they are transported by school transport or by parents should not arrive at school more than 20 mins before the start of the school day. They will be allowed into the building to use the toilet or if the weather is excessively wet or windy.

A responsible adult will be on the premises 20 minutes prior to the start of each school day. There is no legal requirement to have a member of staff in the playground area supervising the children where the roll is under 50. The number of adults supervising the children during break and lunch periods will vary from school to school and will be based on the school's own risk assessments. During morning and lunch breaks there is access to play equipment and general play areas. At times this may have to be timetabled to allow equal access for all. Children's play areas are indicated on the school map/plan in the annual section 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.

If your child has an accident in the playground and suffers a minor injury, he/she will be treated by a qualified first aider. Your child will be given a minor injury slip to take home at the end of the school day, which will inform you of the nature of the injury and for this reason it is important we have up to date contact details such as mobile phone numbers. However, where contact is not possible, we may seek treatment from

professions. Where it is deemed necessary. Attempts will continue to be made to contact you.

In accordance with Aberdeenshire Council's Health and Safety policy, children will not be allowed to make ice slides in the playground nor throw snowballs.

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

At the end of the school day, pupils who do not go home on school transport should be collected outside the main pupil entrance indicated in the school plan. Please ensure your child knows who he/she is going home with if you have had to make alternative arrangements or if you are unable to collect your child. For the safety of your child(ren) please advise the school of any changes to arrangements.

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 8.30am – 4.00pm Monday to Friday.

The school has an answering machine for leaving messages. All messages are collected by 9.20am 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, please wait.

## **Door Security**

All schools in Scotland have security doors fitted as standard. This is to ensure the safety of children and staff at work during the school day. Those accessing schools premises **MUST** only do so through the security door system and you are reminded that this should be the only access you use when visiting the school. In line with Aberdeenshire Council's Health and Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

Doors open easily from the inside of the building to allow for easy exit in an emergency.

Please see the Nursery handbook for procedures around dropping off and collecting children from the nursery.



## **SCHOOL MEALS**

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

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

Primary 4-7 pupils are currently charged £2.15 for a school meal unless they qualify for Free School Meals. Refer to the following link for helpful information-

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

Attractive menus and information leaflets are provided to all Aberdeenshire school pupils and parents. In addition, an online interactive menu is also available which displays menu recipe pages showing allergens and nutritional content. This and other relevant information about school meals can be found by following the link –

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

Aberdeenshire Council provides an online payment service to Primary schools that provides parents and carers with the convenience of making online payment with debit or credit cards for School meals.

Online payments is now the preferred way to pay for primary school meals, however cash and cheques will still be accepted.

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

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

<http://www.aberdeenshire.gov.uk/schools/meals/online-payment-for-school-meals-and-other-school-payments/>

Parents and carers are responsible for ensuring that sufficient funds are in their children's accounts prior to ordering a school lunch. Should a pupil not have money in their account they will still be served and you will be contacted regarding payment

Before lunch, the children wash their hands and proceed to the dining hall in a quiet and orderly fashion. Children sit at tables with their friends where we encourage them to help each other and promote appropriate behaviour, manners etc.

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.

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

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

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

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

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

### **Playtime Snack**

Children should be sent with a snack to eat at playtime break. 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 snack with others in the playground as they may inadvertently cause another child to have an allergic reaction. (eg nut allergy – resulting in anaphylaxis.)

### **School Tuck Shop**

This operates daily from the 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 two items, only one of which can be a cake/biscuit, as well as a drink from the tuck shop.

### **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.

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. This will involve a text message being sent by 9.30 a.m. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

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

- If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- 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.

### **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](http://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.

### **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.

- 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.

### **Holidays during term time**

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may be at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child’s education.

For annual **holiday dates** for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to

http:// [www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/](http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/)

## **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 emergencies.

### **Parental Role**

#### **We would like you to:**

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

- Provide the school with a bad weather address within safe walking distance of the school.

**Also:**

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

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

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

**When will schools be closed?**

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

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

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

**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 Banff Primary School, pupils will be given a “snow pack” for completion during emergency closures. Information regarding the continuation of learning may also be posted on GLOW or the school website.



### **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**

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

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

[www.aberdeenshire.gov.uk/alerts/index.asp](http://www.aberdeenshire.gov.uk/alerts/index.asp)

### **School Information Line**

Tel: 0870 054 4999 then **02 1320**. 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**

Parents/guardians are requested to use the car parking area at the top of the school off Academy Drive. Parents/guardians should reverse park.

Nursery parents should also use the school car park.

Children who walk to school should use the pupil entrance gates on Academy Drive and . Children must never cross the school car parks to gain entry to the school grounds unless they are accompanied by a parent/guardian.

### **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.

### **Early Years transport**

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

### **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>

### **Special Schools Enhanced Support Units**

The Authority may provide free transport where necessary for pupils who attend the enhanced provision at Banff Primary. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided.



### **Drumming Sessions**

## **Scooby's After School Club**



Scottish Charity Number SCO29948

Co-Ordinator: Isabel McArthur

e-mail: [scoobys@hotmail.co.uk](mailto:scoobys@hotmail.co.uk)

Tel: 07938 855918

Scooby's After School Club

Banff Primary School

Academy Drive

Banff AB45 1BL

Scooby's is an After School Club located in Banff Primary School. It is managed by voluntary committee members on a not for profit basis, and run by a team of experienced staff. We provide outdoor/ indoor games, craft activities, baking, painting and so much more. Some of the school facilities like the hall, Astroturf and Adventure play areas are open for our use.

This Club is available to all primary age school children from the local area, running from 3.00 p.m. until 6.00 p.m., weekdays, during school term time. It may also be open on In-Service, Occasional Days and holidays, depending on demand. Occasional use of Scooby's is also welcome.

Come with your child/ children and have an informal chat and visit, if you've never used Scooby's before. Scooby's is located adjacent to the school office. If you have any questions about the Club, please do not hesitate to contact any member of staff who will be happy to help. Scooby's mobile number is 079388 855918 and is available between 2.30 p.m. – 5.00 p.m. A registration form must be completed prior to your child attending.

# **Section 2**

## **Curriculum and Assessment**

## **School Ethos**

Banff Primary School Aims and Statement of Values communicate our philosophy and beliefs for Banff Primary School Community.

## **Our Vision**

At our school, we want everyone to be happy, challenged, encouraged, supported, confident and heard.

## **Our Values**

Rights-respecting  
Equality and fairness  
Responsibility  
Honesty  
Pride  
Partnership

## **Our Aims**

- To aspire and achieve.
- To develop skills for life, learning and work.
- To accept and value difference.
- To be resilient and have a positive attitude.
- To make sure everyone feels included and valued.
- To create a safe environment and exciting learning experiences.
- To promote positive relationships with pupils, parents, staff and the wider community.

## **1.CURRICULUM**

We aim to provide a broad, balanced curriculum, which will meet the needs of all our pupils

## **2.CHILDREN'S DEVELOPMENT AND PROGRESS**

To foster and promote the progress of all children in the key aspects of their development and learning

## **3.DEVELOPMENT AND LEARNING THROUGH PLAY**

- To provide a learning environment where children feel safe, secure, confident and have opportunities for enjoyment both in class and outdoors.
- To encourage Staff interactions with pupils, which are caring, supportive and knowledgeable.
- To meet the individual needs of pupils. Have in place appropriate recording, assessment and reporting procedures.

#### **4.SUPPORT FOR FAMILIES**

To provide responsive, sensitive, flexible and appropriate care for children and their families.

#### **Positive Behaviour Management**

Positive Behaviour Management is a vital component in helping Banff Primary to achieve its aims and values. Our Positive Behaviour Management Policy also provides our pupils with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others.

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 role 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. Schooners are presented to individual children for effort and special achievements at assemblies. Evidence of this good work is displayed on our Wall of Success in the Cafeteria for all to see.

See Nursery Handbook on managing nursery pupil behaviour.

#### **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 by staff as a breach of discipline, 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 will not tolerate any form 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.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offers 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 and 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.

### **Race Relations Act**

Schools actively discourage any racist language or behaviour. Where any such behaviour has been reported schools are required to record the incident and the person(s) involved. The behaviour will be dealt with according to school policy.

### **Exclusion**

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

<http://www.aberdeenshire.gov.uk/media/3901/policy> disc exclusion.pdf



Piping

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

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

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

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

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

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

### **School Policies**

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.**

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

### **Learning and Teaching**

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to meet the individual needs of the child and to encourage them to make the most of all the educational opportunities the school provides. 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. We trust that not only will each of them gained an awareness of his/her full potential, but will want to fulfil that potential.

### **Assessment & Reporting**

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

The overall purpose of assessment is to support learning. Staff at Banff Primary 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

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

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

Excellence levels (previously mentioned) are worked on by pupils throughout their school career. During this time the children are signposted as making progress through the levels with the terms 'developing, consolidating and secure.' So for example, your child may come home with a report one year saying they are at 'developing' stage level 1 e.g. in numeracy and the following year may be 'consolidating' at the same level in numeracy. This helps us communicate the progress that your child has achieved through the year.

At Banff Primary a range of summative assessments are carried out. 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. (See coloured section at the back of this handbook for recent results.)

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

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, , 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 at the end of Term 3 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. These profiles will be produced in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

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

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



### Boatbuilding Project at Salmon Bothy Portsoy

#### **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 have the opportunity to go on a 3 day residential trip. This usually takes place in term 1 and has a focus on health and well-being and personal challenge as well as physical activity. It is also an excellent opportunity for 'team building'

#### **Personalisation and Choice**

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 cross curriculum study within a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils might also chose to research a specific aspect of information within focus area. Through the

use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

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

Further information about Curriculum for Excellence can be found at [www.educationscotland.gov.uk/thecurriculum](http://www.educationscotland.gov.uk/thecurriculum) and <http://www.educationscotland.gov.uk/parentzone/mychild/primary/>

## **LEARNERS' 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:

- ECO group – help the school become more environmentally friendly
- Health group – helping the school become healthier
- Pupil Council – making decisions about charity events and improvements to the school.
- Playmaker – P6 pupils have been trained to organise and supervise games in the playground.
- Global Citizenship Group– helping children to become aware of global links and children's rights.
- Superheroes – P2+3 pupils who raise issues in Early Stage classes
- Buddies – P5 pupils play with pupils who are on their own
- Peer Mediators – P7 pupils help resolve minor disputes

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

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

By 2020 language learning will be part of the everyday life of the classroom from P1 onwards. The entitlement to study the first foreign language will continue into the senior phase. By beginning language learning early there will be more time to develop learner's language skills and knowledge so that they will have a greater understanding of how languages work as they go through school.

In Aberdeenshire the first foreign language will be either French, German or Spanish. In Banff Primary School this language is French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

From P5 our learners will be introduced to another foreign language.

All schools in our cluster will continue to plan together to make sure what learners do in secondary school builds on what has been learned in primary school. This will ensure that learning languages remain an appropriately challenging and rewarding experience for learners as they move into secondary.

We are committed to this new approach to language learning because learning languages can play an important role in helping young people to develop their literacy skills, including literacy in their first language, whether this is English or another language. Through languages, learners have opportunities to:

- develop and improve their skills in listening, talking, reading and writing
- get a feeling for how languages work
- learn how to communicate ideas and information in their own language as well as in the new languages they learn
- become familiar with different texts and media in different languages
- develop skill which will help them further for learning, life and work.

### **Homework**

At Banff Primary School we believe that homework enhances pupil learning, improves achievement and develop study skills. It encourages each child to take responsibility for their own learning.

Howework creates positive and meaningful communication between home and school and provides an opportunity for parents/carers to be involved in the child's learning.

Children benefit greatly from the mutual support of parents/carers and teachers in encouraging to learn both at home and school.

### **Extra Curricular Activities**

At Banff Primary School a range of extra curricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running these clubs. 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. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. In Banff Primary School some pupils currently receive tuition in violin, cello, flute, and oboe.

For further information

[www.aberdeenshire.gov.uk/parentscarers/informatio/music\\_service](http://www.aberdeenshire.gov.uk/parentscarers/informatio/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 has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at [www.aberdeenshire.gov.uk/about/equality.asp](http://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.

School Chaplains visit school and contribute to assemblies. Twice a year we visit the local church for a short service which is usually led by the children and parents and the local community are invited to attend.

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

### **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.  
Actively support the work of the school.

### **School**

Building supportive and positive communication with parents.  
Encouraging parents to view the teaching and resource materials.  
Dealing with parental concerns.  
Providing staff with appropriate training and support.

Actively seek parents' support through activities such as:- homework tasks, questionnaires, training, workshop and information sessions.

### **Using Appropriate Language**

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

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

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

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

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

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

### **DRUGS EDUCATION/SUBSTANCE MISUSE**

#### **The Aims of Substance Misuse Education**

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

<http://arcadialite.aberdeenshire.gov.uk/?p=2930>

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 Banff Primary 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.



**Health Group with Fruit which they prepared. It was sold at a Healthy Tuck Shop.**

# **Section 3**

## **Parental Involvement**

## **Pupil Welfare**

## **PARENTAL INVOLVEMENT PARENT COUNCILS**

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

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

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

### **Parents can support learning at home through:**

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

### **2. Home/School Partnership:**

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

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

### **3. Parental Representation:**

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.

- The Parent Council is consulted on the development of the annual improvement plan
- They discuss the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting either of the Parent Council Chairs Alison Greenlaw or Lisa Watt or the Head Teacher or by clicking on the link below:

### **Communication**

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

<http://www.aberdeenshire.gov.uk/consultations/detail.asp?ref=3C6AEC305BBB4D8802576CE00549127>

A school Newsletter is sent home once a month, detailing information about school events and activities.

You are invited to comment on any return pro-forma on any aspect of school whether as a comment/suggestion, compliment or concern.

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

The school homework diary is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home samples of pupil work for you to see and discuss with your child.

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.

In the autumn term, you will be invited to attend a parent interview. This is a chance to meet and get to know your child's new teacher and to share with him/her, your knowledge of your child and your hopes for his/her progress and any additional support needs/relevant information. 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 Easter term. When requested by either parent or teacher, a follow up or an additional interview will be arranged.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances, open days, the school website and the local and national GLOW website. The school website address is [www.banff-pri.aberdeenshire.sch.uk](http://www.banff-pri.aberdeenshire.sch.uk). Parents are issued with passwords to access the school GLOW site.

### **HEALTH CARE**

Trained 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.

### **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, ie 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.

### **Sunscreen**

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

### **Illness during the School Day**

Children who are ill are best kept at home for their own comfort.

However, should your child become ill during the school day, we will contact you or your emergency contact. Every care will be taken to make your child comfortable until the arrival of a responsible person. Please be aware that staff in school have a range of duties to perform in a day so we would ask that you make arrangements to collect your child as quickly as possible.

### **Transitions**

We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Banff Primary 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. 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. Parents should also consult the Head teacher.

### **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 the opportunity 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 in June and August 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 Banff Primary School attend Banff Academy (Telephone Number 01261 812591).

Banff Primary School is part of the Banff Children's Network.

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 3 days at Banff 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 Banff Academy where information will be shared and questions can be asked.

Liaison between Banff Primary and Banff Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from Banff Childrens' Services Network. Transition art projects, sports festivals, trips, invites to the academy pantomime and other ad hoc activities are arranged for P7 pupils to get together.

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.

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



### **FEIS Rois – Tuition in Traditional Scottish Musical Instruments**

Where parents opt to send their child to any other secondary school, (following placing requests) Banff Primary School supports any alternative transition arrangements wherever possible.

Placing request forms are available from the school office.

### **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. In 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. enterprise challenges 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 Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

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

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

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

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

Or

The local Social Work Office by dialling one of the numbers below during office hours or if calling during evenings or weekends 0845 840 0070

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	0845 840 0070

For further information please go to the Aberdeenshire Council website [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.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 schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education, Learning and Leisure Guidelines can be accessed through:

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

## **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>

### **Key Adult**

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, they 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. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and the school will provide appropriate intervention and support accordingly.

In Aberdeenshire we adopt either single or multi-agency approaches as appropriate to supporting pupils with additional needs. Within Education and Children's Services we have a number of specialist staff who support children and young people including:

Additional Support for Learning (**ASL**) teachers, Educational Psychology Services, Sensory Support Service, English as an Additional Language (**EAL**), Intervention Prevention Teachers, Nurture Teachers, ASPECTS, Pupil Support Workers, Family Support Workers.

Our partner agencies include, Therapists, e.g. Speech and Language Therapy, Occupational Therapy, Physiotherapy, Community Paediatricians, school nurses, Police Liaison Officers, social workers and those from voluntary organisations (e.g. Grampian Autistic Society, Aberlour Trust)

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

### **Educational Psychology**

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

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

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

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

Further information about the educational psychology service can be found at;  
[www.aberdeenshire.gov.uk/eps](http://www.aberdeenshire.gov.uk/eps)

### **Meeting Needs through Enhanced Provision**

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

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

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

For further details contact:

Anne Marie Davies  
Quality Improvement Manager (Additional Support)  
Education and Children's Services  
Woodhill House  
Westburn Road  
Aberdeen  
AB16 5GB  
Tel no 01224 664886  
Fax no 01224 664615  
[ELL.Enquiries@aberdeenshire.gov.uk](mailto: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.

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

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

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

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

### **Universal Support Level 0**

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

### **Stage 1: School Based Action**

Targeted Support Level 1

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

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

Targeted Plus Support Level 2

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

**Stage 3 : Multi Agency Action**

Intensive Support Level 3

Intensive Targeted Support: school with Community Resource Hub (CRH)

Intervention/multi-agency action as required

**Individualised Educational Programmes**

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

**Multi Agency Plans**

Where a pupil has support from agencies in addition to education – eg health or social work, it may become necessary to develop a single collaborative plan to support the pupil. These are known as Multi Agency 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](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://www.enquire.org.uk)

**For local advocacy contact:**

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

Scottish Independent Advocacy Alliance can be reached at:  
Website: [www.siaa.org.uk](http://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 1<sup>st</sup>  
15 Frithside Street  
Fraserburgh  
Aberdeenshire  
AB43 9AR  
Tel no 01346 512733  
Fax no 01346 512810  
Email [fraserburgh@children1st.org.uk](mailto:fraserburgh@children1st.org.uk)

Additionally, information for the Scottish Child Law Centre can be found at:  
[www.sclc.org.uk](http://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](mailto: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/online/have-your-say-guide/](http://www.aberdeenshire.gov.uk/online/have-your-say-guide/)

## **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.

## **SCHOOL OFF SITE EXCURSION INSURANCE**

This is an explanation of the insurance position regarding Aberdeenshire Council pupils who go on excursions with their school.

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

The policy covers Medical expenses and Personal Accident cover, along with other items, see policy summary on Aberdeenshire Website for details. If personal items such as jewellery, phones/tablets, watches etc are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school

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

## Whole School Open Day



# **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 September each year, a summary of this report will be sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website and in the Parent's Information folder in the cafeteria. Members of the Parent Council discuss this report before it is finalised.

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](http://www.ltscotland.org.uk/scottishschoolsonline)

For further information on national quality indicators go to [www.journeytoexcellence.org.uk/about/keydocuments/part3.asp](http://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, Skills Development Scotland, or Scottish Government departments such as the ScotXed statistical return and transport providers.

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

**Your Data Protection Rights**

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

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet the aim of improving the life of young people in Scotland. They may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be made public as a result of the data sharing and that these data will not be issued to take any actions in respect of any individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

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

Aberdeenshire Council Education, Learning and Leisure Service:  
01224 664630 or email : [education@aberdeenshire.gov.uk](mailto:education@aberdeenshire.gov.uk)

**PARENTAL ACCESS TO RECORDS****SAR – Subject Access Request Information**

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific – everything held by a specific department, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child, not just their educational record. Further information can be found at

<https://ico.org.uk/for-the-public/personal-information/>

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

<http://www.educationscotland.gov.uk/parentzone/myschool/schoolinformation/mychildscorecord>

## **SCOTXED**

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis. Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to the ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from ScotXed Support Office, in other languages, audio tape, Braille and large print.

# **Section 5**

## **Annual Updates**

### **SCHOOL CLOTHING GRANTS**

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

- Income Support
- Income-based Job Seeker's Allowance
- Income- based Employment Support allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- Support provided under Part VI of the Immigration and Asylum Act 1999

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

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

### **CAN MY CHILD GET FREE SCHOOL MEALS?**

You can claim free school lunches for your children from P4 – 7(P1–P3 receive free lunches automatically) if you are receiving:

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

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

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

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

### **Free School Meals for All P1 to P3 pupils**

All Primary 1 to Primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools.

For parents or guardians of pupils who have not previously taken lunch in school the current primary school menu cycle and information on primary school meals can be viewed on the school catering web pages at:

<http://www.aberdeenshire.gov.uk/schools/meals/primary-and-special-school-meals/>

Payment for school lunches should be made using the Online Payment System for Primary 4 to Primary 7 unless pupils are entitled to Free School Meals.

School Meals charges are currently £2.15 per meal. If you do not have access to a computer, payment may be made direct to the School Canteen by cash or cheque – cheques should be payable to Aberdeenshire Council

**Staff list and class allocation:**

<b>Stage</b>	<b>Class</b>	<b>Teacher</b>	<b>Room</b>
Primary 1	P1A	Mrs J. Ferris	Blue 5
	P1B	Miss M. Murray	Yellow 6
	P1C	Miss R. Chalmers	Blue 4
Primary 2	P2A	Miss N. Watt	Blue 10
	P2B	Mrs S. Esslemont/Mrs L. Jennings	Blue 9
Primary 1-2 Enhanced Provision	1-2EP	Miss A. Harris	Blue 6
Primary 2-4 Enhanced Provision	2-4EP	Mrs D. Reid Mrs B. Milne	Blue 7
Primary 3	P3A	Miss K. Mackinnon	Purple 2
	P3B	Miss J. Fury	Purple 1
Primary 4	P4A	Mrs A. Wilson	Purple 4
	P4B	Miss L. Angus	Purple 5
Primary 5-7 – Enhanced Provision	P5-7	Mrs S. Bijl Miss L. Blair	Yellow 4 Yellow 3
Primary 5	P5A	Mrs C. Brownlee/Miss C. Reid	Silver 8
	P5B	Miss H. Williamson	Silver 6
Primary 6	P6A	Miss K. McIntosh	Silver 1
	P6B	Mr J. Mair	Silver 5
Primary 7	P7A	Miss L. Macgregor	Silver 2
	P7B	Mrs G. Addison	Silver 4
Nursery		Mrs G. Jackson	Nursery

**Learning Support Teachers**

Mrs M. Locke  
Mrs C. Borland

**Intervention and Prevention Teacher**

Mr A. McKay

**Visiting Specialist Teacher**

Mr D. Allan – P.E.

**McCrone Cover**

Mrs J. Smart            Music and Drama  
Mrs C. Watt            Music  
Mrs R. Thompson    Art  
Mrs V. Matheson      French

**Principal Teacher/Probationer Cover**

Mrs B. West

**Management Team**

Head Teacher	Mrs M. Thomson
Depute Head Teacher	Mrs A. Cox
Acting Depute Head Teacher	Miss A. Conn
Principal Teacher	Miss A. Murray

## Holiday Dates

August 2016

### Session 2016/2017

#### **Term One**

In Service Day 1  
Starts  
Term Ends

#### **August – October 2016**

Monday 15 August 2016  
Tuesday 16 August 2016  
Friday 7 October 2015

#### **Term Two**

Starts  
In Service Day 2  
In Service Day 3  
Term Ends

#### **October – December 2016**

Monday 24 October 2016  
Monday 14 November 2016  
Tuesday 15 November 2016  
Wednesday 21 December 2016

#### **Term Three**

Starts  
Occasional day  
Mid Term  
In Service Day 4  
In Service Day 5  
Term Ends

#### **January – April 2017**

Thursday 5 January 2017  
Friday 10 February 2017  
Monday 13 February 2017  
Tuesday 14 February 2017  
Wednesday 15 February 2017  
Friday 31 March 2017

#### **Term Four**

Starts  
May Day Holiday  
Occasional Day  
Term Ends

#### **April – July 2017**

Tuesday 18 April 2017  
Monday 1 May 2017  
Monday 5 June 2017  
Friday 30 June 2017

### Session 2017/2018

#### **Term One**

In Service Day 1  
Starts  
Term Ends

#### **August – October 2017**

Monday 21 August 2017  
Tuesday 22 August 2017  
Friday 13 October 2017

#### **Term Two**

Starts  
In Service Day 2  
In Service Day 3  
Term Ends

Monday 30 October 2017  
Monday 13 November 2017  
Tuesday 14 November 2017  
Friday 22 December 2017

#### **Term Three**

Starts  
Mid Term  
In Service Day 4  
In Service Day 5  
Term Ends

Thursday 8 January 2018  
Monday 12 February 2018  
Tuesday 13 February 2018  
Wednesday 14 February 2018  
Thursday 29 March 2018

#### **Term Four**

Starts  
May Day holiday  
Term Ends

Monday 16 April 2018  
Monday 7 May 2018  
Friday 6 July 2018

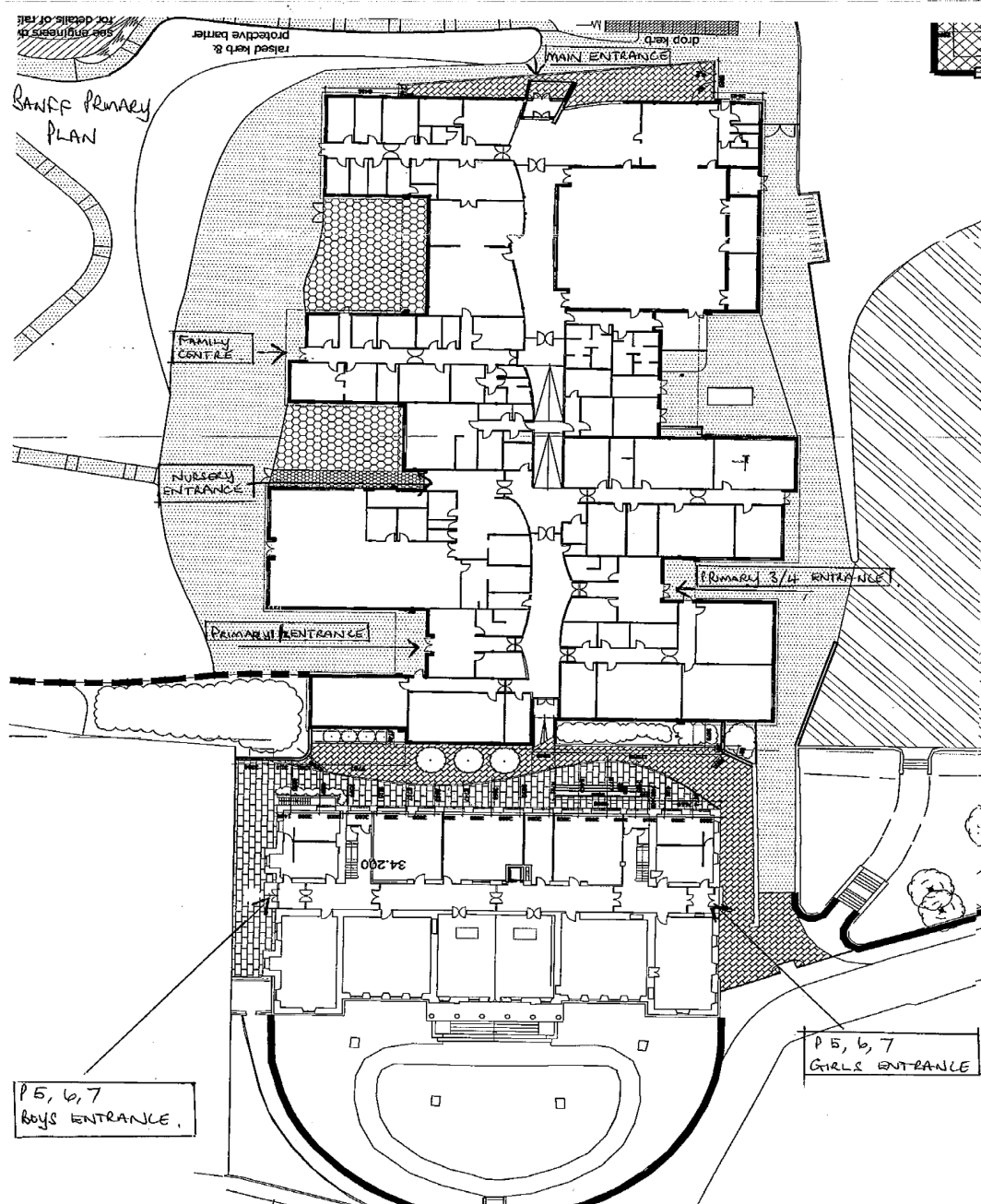
*2 Occasional days to be announced for 2017/18*

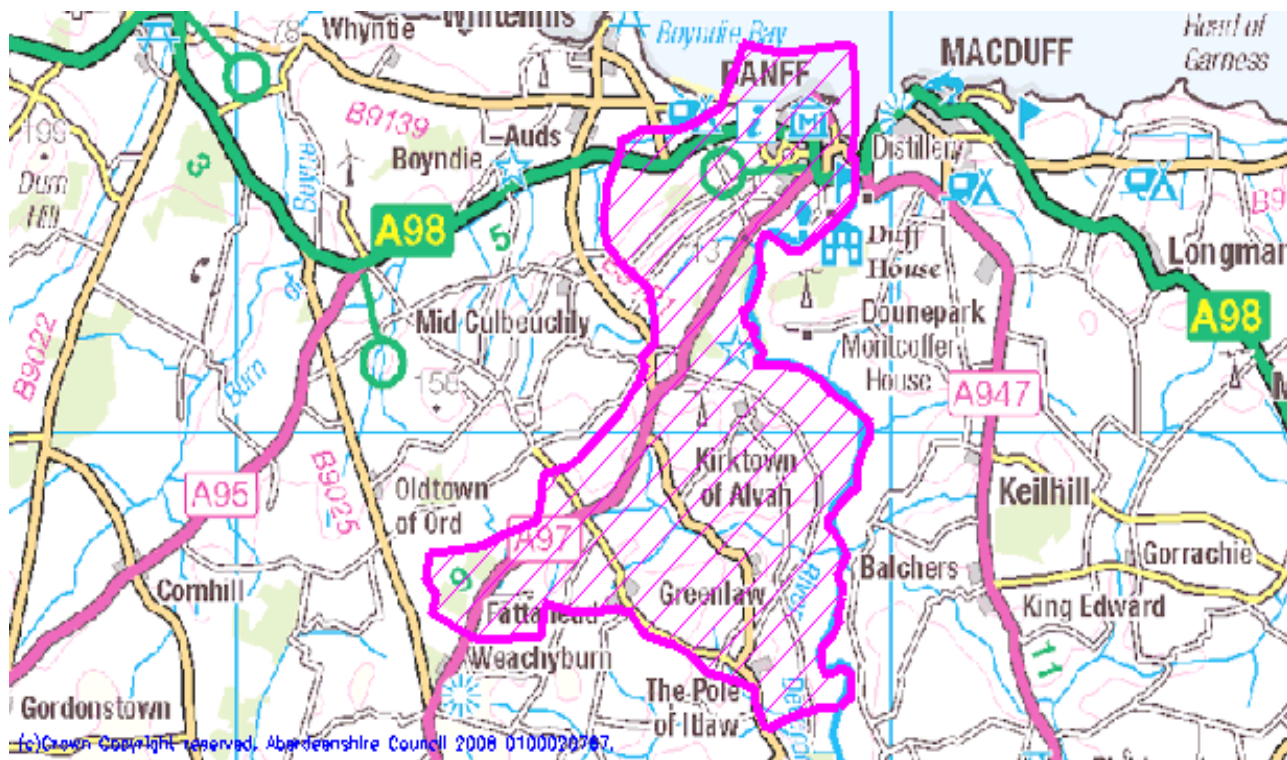
## **Statistical Data**

All local authorities have been working with Scottish Government to develop measures which will inform parents and carers about pupils' progress in learning in relation to CfE Levels. This work will result in school level data being published online. At the time of preparation of this handbook, discussions were still ongoing between the Scottish Government and local authorities about an agreed form and style of publication of this data. Scottish Government have indicated that the school level data will be published early in 2017.

Most pupils are working at their appropriate Curriculum for Excellence levels in Literacy & Language, Maths & Numeracy and Health & Wellbeing

## Banff Primary School Plan





**Map of the School Catchment Area**

**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.**