Aberdeenshire COUNCIL

From mountain to sea

Crathes School

Handbook 2019/20

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All information in this handbook is correct as of October 2019

Introduction to Crathes School

Welcome to Crathes 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 warmth and team spirit. The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. This 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 Crathes School as possible.

We hope you find this handbook informative. Please feel free to contact us for any further information, or with any suggestions for improvements.

Yours sincerely

Mrs Maureen Fraser
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.

School Contact Details

Head Teacher: Mrs Maureen Fraser

School name: Crathes Primary School

Address: Crathes, Banchory, AB31 5QR

Tel. No: 01330 700395

Email: crathes.sch@aberdeenshire.gov.uk

Website: http://crathes.aberdeenshire.sch.uk

Twitter: @CrathesPrimary

Crathes Parent Council email: crathespc@gmail.com

For further information about the roll and structure of classes please see page 6.

Crathes is a non-denominational school with a role of 39.

The school does not deliver the curriculum through the medium of Gaelic.

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

Adverse weather and emergency closure

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

Information Line 0370 054 4999 [School Pin 021500] (Please do not use this line to leave messages for the school.)

Please see page 32 for further information regarding adverse weather and emergency closures.

Local Area Office
Education & Children's Service
Aberdeenshire Council
Queen's Road
Stonehaven
AB39 2HQ
Tel: 01569 690535

Quality Improvement Officer
Mrs Angela Wotherspoon
Aberdeenshire Council
Education & Children's Service
Queen's Road
Stonehaven, Aberdeenshire
AB32 2HQ

Contact details for
Director of Education, Learning and Leisure
Mr Laurence Findlay
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
01224 665420

Crathes School Background Information

Crathes Primary School is situated in a pleasant rural area approximately four miles north east of Banchory. The catchment area is wide and sparsely populated.

The school comprises of two classrooms in the main school building and a temporary classroom in the playground. There is also a general-purpose room, dining room and kitchen in the ground floor of the schoolhouse, while the first floor incorporates a library and an office. Within the school boundaries, there is a large playing field, a wildlife garden, picnic area and a tarred playground. We also have access to a forest area adjacent our school grounds to support our outdoor learning.

The current pupil roll of the school is 39. The projected roll for the next few years looks to be similar.

Crathes Primary School has four permanent teachers, one full time and three part time. There are two classes, P1-P4 in the main building and P5-P7 in the portacabin. We have an Additional Support for Learning (ASL) teacher one morning per week. There are also visiting specialist teachers who enhance the teaching of Art, Drama and French. A part-time School Administrator, two Pupil Support Assistants, a Canteen Assistant and a Cleaner, supports the teaching team.

The pupils travel to Drumoak Primary School or Crathes Hall for Physical Education in the winter months, as indoor facilities are restricted at Crathes School.

On leaving Crathes Primary School pupils transfer to Banchory Academy.

Representatives of Banchory Cluster Schools (which includes Banchory Academy, Banchory, Hill of Banchory, Crathes, Drumoak and Durris Primary Schools) meet regularly to discuss joint initiatives particularly activities for P7 pupils to promote their transition from P7 to S1. We have strong links with the other two rural schools in the Banchory CSN, Durris and Drumoak Primary Schools. We work together on some aspects of development planning, staff development and to provide opportunities for pupils to get together for a variety of activities.

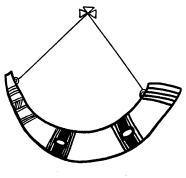
There are very good links with parents. There is an active and very successful Parent Council. There are regular parent helpers and parents also assist with a wide range of activities to support the work of the school.

The school is well supported by the local community and there are planned opportunities each year for community involvement.

We renewed our Fairtrade School status in August 2017. In May 2018 we achieved the Silver Rights Aware Award in recognition of our Rights Respecting Schools Work, and we were awarded our Sixth Green Flag in 2019.

Creating an ethos of achievement is central to what we do and we work hard to establish an environment in which all our pupils, staff and members of our community are able to fulfil their potential and expectations.

SCHOOL EMBLEM



During the 14th Century, Alexander Burnett was a follower of Robert the Bruce and was rewarded with an estate at Banchory and the post of Royal Forester of Drum. Legend has it that he received as his badge of office ‘The Horn of Leys’. This horn still hangs in Crathes Castle and since Crathes School is located on Crathes Estate it was adopted as the school emblem in 1988 and appears on the school sweatshirts and T-shirts.

Our Vision, Values and School Ethos

Vision Statement

Inspiring learners to grow bright futures

Respect	Responsibility	Fairness	Achievement
We aim to: ➢ Foster mutual respect for others ➢ Celebrate diversity and promote equality ➢ Value, appreciate and care for our environment	We aim to: ➢ Recognise our responsibilities towards each other and the wider world ➢ Deliver a relevant, challenging and engaging experience enabling all to reach their potential ➢ Develop skills for life and work	We aim to: ➢ Provide a safe, caring, healthy and happy learning environment for all ➢ Ensure children can access any required support ➢ Encourage children to be considerate and kind to all	We aim to: ➢ Encourage individual talents and an ethos of achieving all we can ➢ Celebrate success at every level ➢ Provide high quality learning experiences
Article 29 Education must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.	Article 13/14 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.	Article 30 Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.	Article 29 Education must develop every child's personality, talents and abilities to the full.

Curriculum

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

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

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

Curricular Areas

- **Literacy and English Language**: Listening, Talking Reading and Writing.
- **Numeracy and Mathematics**: Number, Money and Measure, Information Handling, Shape, Position and Movement.
- **Health & Wellbeing**: Mental, emotional, social and physical wellbeing, Physical education, activity and sport, Food and health, Substance misuse, Relationships, sexual health and parenthood.
- **Social Studies**: People, past events and societies, People, place and environment, People, society, economy and business.
- **Sciences**: Planet Earth, Forces, electricity and waves, Biological Systems, Materials, Topical Sciences.
- **Technologies**: Technological developments in society, Business technology skills and knowledge, Computing science, Food and textiles, Craft, design, engineering and graphics.
- **Expressive Arts**: Music, Drama, Art and Design and Dance.
- **Religious and Moral Education**: Christianity, World Religions, Development of beliefs and values.
- **Modern Languages**: French

Curriculum Design

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

- Challenge and enjoyment

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

Developing Young Workforce

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

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

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

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

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

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

http://dywaberdeenshire.org/parents/

Curricular Levels

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

At Crathes School our curriculum will:

- Allow pupils to contribute to the ethos and life of the school community
- Provide opportunities for personal achievement and supports all learners in developing skills for learning, life and work.
- Have a continuous focus on literacy, numeracy and health and well-being with all staff having a responsibility to develop, reinforce and extend learning in these areas.
- Provide opportunities for mixed-stage learning which is interest-based, coherent and relevant.
- Provide a broad general education including all the experiences and outcomes, and Significant Aspects of Learning
- Provide progression through the experiences and outcomes that is consistent with their learning needs and prior achievement.
- Allow learning to be organised more flexibly to take into account personalisation and choice.

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.

1+2 Language Learning

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

In Crathes School the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

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

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

Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: http://crathes.aberdeenshire.sch.uk/

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Pre school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

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

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

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

https://standardisedassessment.gov.scot/

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

Parents will be informed of progress:

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

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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

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

Transitions (Moving On)

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

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 and to find out about life in school and what you can do to support your child's transition into P1.

The induction process starts in your child's pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

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

At the induction meeting, 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

On completion of their primary education, pupils from Crathes School will normally transfer to Banchory Academy.

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

Liaison between Crathes Primary and Banchory Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Banchory Community Schools Network. Transition activities such as Try a Sport Day, Science Day are arranged by the Academy for P7 pupils to get together.

In addition Crathes, Durris and Drumoak schools organise a wide range of transition activities and opportunities for all age groups enabling pupils to build friendships with their peers from the other small schools.

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. Banchory Academy staff also visit our pupils in Crathes Primary to get to know them in their own school setting.

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

Placing request forms are available from the school.

Visit Parentzone for more information about transitions:

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

1 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

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

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

2 Placing requests & School Zones

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

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

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

Out Of Zone Placing Request Policy & Procedures

Support for Children and Young People

3 Getting it Right for Every Child

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

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

Its vision is that:

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

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

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

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

4 Wellbeing

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

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

<Insert School statement re approach>

5 Children's Rights

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

This means we:

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

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

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

6 The Named Person

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

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

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

The Named Person can help by:

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

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

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

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

Here at Crathes School the Named Person for your child/young person is: Mrs Maureen Fraser.

7 Educational Psychology

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

When there are concerns about a child or young person's learning or wellbeing, an Educational Psychologist can support others to problem solve their way through potentially difficult and complex situations. Consultation with people who know the child best forms the basis of Educational Psychology assessment. Its purpose is to explore and understand the concern, and support people to come up with solutions that will work in that particular context.

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

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

8 Enhanced Provision & Community Resource Hubs

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

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

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

http://asn-aberdeenshire.org/

9 Support for Learning

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

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

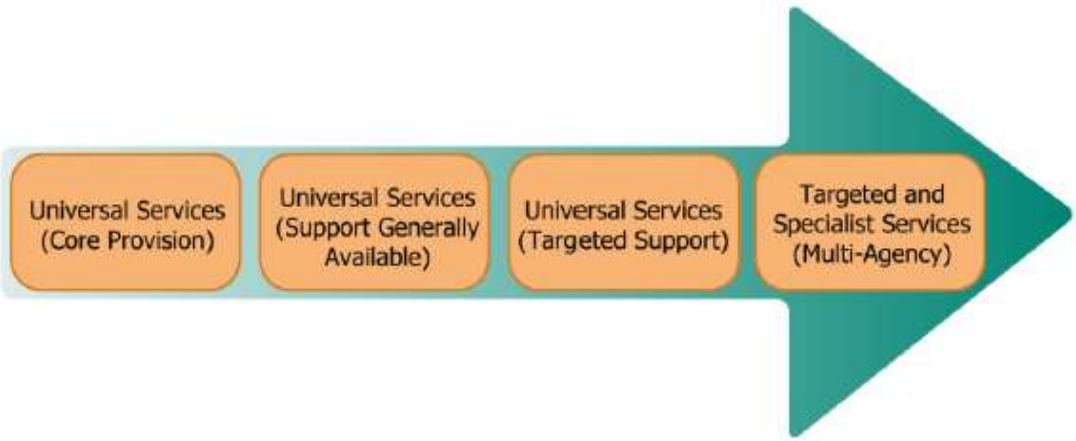
- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Communication difficulties
- Being particularly able
- Changing school a lot
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation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

Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they identify barriers to learning, assess children's needs and support learning and teaching through a relevant curriculum.

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

10 The Child's Plan

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



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

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

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

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

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

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

11 Child Protection

Child protection is the responsibility of all who work with children and families regardless of whether or not they come into direct contact with children. All workers must be fully informed of their responsibilities in respect of keeping children safe. All services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

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

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. At Crathes school the designated officers are: Mrs Maureen Fraser and Mrs Hazel Crowley.

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

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

You can speak to designated staff in our school

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

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

12 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right for Every Child (GIRFEC) http://www.girfec-aberdeenshire.org/

Aberdeenshire Council

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

Support for All

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

Enquire – National Parent Information Service and Helpline http://enquire.org.uk/

Parent & Carer Involvement and Engagement

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

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

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

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

http://publications.aberdeenshire.gov.uk/dataset/parental-involvement-and-engagement-strategy-and-action-plan/resource/02c6596e-8cba-42c7-b28a-eed64086ea42

13 Parental Engagement

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

14 Communication

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

Regular school newsletters are sent home detailing information about school events and activities. You are invited to use the attached comment slip to note any comment/suggestion, compliment or concern. These are responded to as and when necessary.

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 homework jotters are another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child may bring home samples of pupil work for you to see and discuss with your child.

In terms 1 and 3 you will be invited to attend a parent interview. This is a chance to meet and get to know your child's teacher and to share 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 talk about 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 term 4, with a follow up parent interview.

Other means of communication include termly curricular newsletters, Learning Logs, School's Twitter, parent workshops, curricular evenings, concerts, performances, open days, the school website and the local and national GLOW website. The school website address is www.crathes.aberdeenshire.sch.uk.

The annual school reporting calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child's progress, wellbeing and behaviour (see Appendix).

15 Learning at Home

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

At Crathes school we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our learning and teaching policy on the school website under the documents tab and policy documents.

16 Parent Forum and Parent Council

The Parent Forum is a collective name for all parents, carers or guardians in the school. As part of our forum we want to work together to give children and young people every opportunity to be successful and increase attainment.

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

Contact the Parent Council Chairperson Mrs Alice Foster or Head teacher for more information about getting involved in the Parent Council or email: crathespc@gmail.com

17 Parents and School Improvement

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

- working groups/focus groups which any interested parent is invited to be part of
- questionnaires and surveys
- consultation with the Parent Council

18 Volunteering in school

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

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

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

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

19 Collaborating with the Community

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

20 Addressing Concerns & Complaints

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

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

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

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

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

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

School Policies and Useful Information

School Policies such as Promoting Positive Relationships, Health and Wellbeing Policy, Learning & Teaching Policy etc. are published on the school website and can be found by clicking the documents tab then Policy documents tab. Please go to: http://crathes.aberdeenshire.sch.uk/

All Aberdeenshire Council Education policies can be found here:

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

VISITS OF PROSPECTIVE PARENTS

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

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 for Crathes School are automatically entitled to a place in Crathes School. Please use the zone map to check whether or not you live within the Crathes School catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to request admission to the school. However out of zone admissions are not guaranteed and pupils out of zone are not entitled to free school transport. They are also not guaranteed a place at Banchory Academy and parents would need to submit a further placing request before transition to S1.

21 School Uniform

The following guidelines on school uniform were agreed in June 1990.

Red Crathes School sweatshirt
White shirt or white T-shirt with collar
Navy trousers or skirts (including cord and denim)

School uniform is not compulsory and any clothing worn should be suitable for the particular season. However, it would be appreciated if, on special occasions i.e. school outings and school photographs, school sweatshirts could be worn.

If the weather necessitates that boots have to be worn, please ensure that suitable indoor footwear is available. On snowy days the children should also have with them a change of socks and trousers or waterproof over-trousers.

Sweatshirts and T-shirts with the school emblem are available from www.schoolwearmadeeasy.com. Second-hand sweatshirts are available, please contact the school office for further information.

PE kit consists of, t-shirt, standard length shorts, socks, gym shoes all kept in a gym bag. Please note that we will use the playground and field as much as possible so tracksuits are advisable for outdoor PE lessons. PE kit should be kept on their cloakroom peg during school time as it could be needed at any time during the week.

With regard to safety, the wearing of jewellery (which we actively discourage) is not permitted during PE lesson. If your child 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).

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.

22 Clothing Grants

Some families may be entitled to a school clothing grant of £50 per year. More information about this can be found at:

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

SCHOOL EQUIPMENT

The school provides all of the books and equipment that your child will need to use in school, however pupils in P5-7 might 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 pencil sharpener, an eraser and some colouring pencils.

All children will require a school bag to carry their belongings and equipment to and from school and an art shirt. (Preferably a waterproof art apron for P1-4 pupils suitable for water play, art and craft activities.)

Please note, should school books be lost or damaged, parents are requested to pay towards the cost of a replacement.

ARRIVAL AT SCHOOL & PLAYGROUND INFORMATION

Children should not arrive at school more than 20mins before the start of the school day. There is no legal requirement to have a member of staff in the playground area supervising the children where the school roll is fewer than 50.

A member of staff however will be present in the school building and will be available to support pupils who require assistance.

8.40am is the earliest time we expect children to arrive at school. During inclement weather, your child should arrive at school just in time for the start of the school day at 9.00am.

School transport pupils, whose parents have no control of their children's arrival time, will be allowed into the building if the weather is excessively wet or windy. School transport will not drop off pupils more than 20mins before the start of the school day.

A member of staff supervises children in the playground during morning and lunch break times.

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

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

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

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

For security reasons, the outer school doors will be locked once children are inside school at the start of the school day.
At the end of the school day, pupils who do not go home on school transport should be collected at the gate to the playground, pupils will not be allowed to cross the school car park unaccompanied. 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.

SCHOOL OFFICE

All visitors are directed to the main door of the main school building where there is a bell. When the bell is rung at the main entrance it rings first in the office, which is in the schoolhouse, then if it is not answered (as we do not have a full time administrator) it will ring in the P1-4 classroom. The bell is answered and legitimate callers are directed to sign in and wear a visitor's pass badge (in line with Aberdeenshire Council's Health and Safety Policy).

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

PLAYTIME SNACK

Children should be sent with a snack to eat at their playtime break. Fizzy drinks and lollipops are not permitted in school. As a health promoting school, we encourage healthy options.

Children should not share their play piece with others in the playground as they may inadvertently cause another child to have an allergic reaction. (eg nut allergy – resulting in anaphylaxis.)

CAKES/TREATS

We request that cakes/treats for birthdays and special occasions 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 requirements.

EXTRA CURRICULAR ACTIVITIES

At Crathes 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 the school newsletter. A range of cultural, sporting and arts opportunities are offered as these become available.

23 Attendance

PUPIL ABSENCE PROCEDURES

Crathes School follows the Aberdeenshire Attendance Policy:

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

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

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 would wish to work with parents to ensure that children can achieve fully. 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 phone call to the parent/carer soon after 9.00am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department. 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 **before 9am** each day that your child is going to be absent.
- 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.
- 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 signed, dated note should be provided explaining the reason for absence and confirming the periods of absence.

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 out with the school day.

24 Holidays during term time.

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

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

25 Transport

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

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

CAR PARK

In the interests of safety, parents must not drive their cars into the playground. Parents should park in the school car park and accompany their children to the school gate. All children are reminded not to go through the pedestrian gate and into the car park unless accompanied by an adult.

The two parking spaces next to the pedestrian footpath are dedicated for the use of the school buses. Staff will park on the opposite side of the car park and the remaining spaces are available for parents. Please park in such a way as to make best use of the available space and also note all drivers are requested to reverse park.

26 Privilege Transport

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

In-zone Privileged transport

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

In-Zone Privilege Transport – Guaranteed

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

Out of Zone Privilege Transport

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

For further information and application forms, see the Council website.

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

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

27 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued.

Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided

28 School Closure & Other Emergencies

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

If children are at school…

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 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.

Also:

- If school transport is not running please don't take your child – or other children – to school yourself unless it is safe 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 longer than 15 minutes past the normal pick up time before returning home. In case the transport doesn't arrive please make sure that 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.

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

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

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

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

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

Before the start of the school day…

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

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

- **Northsound 1**
  FM 96.9
- **Northsound 2**
  MW 1035 kHz
- **BBC Radio Scotland**
  FM 92.4 - 94.7MW 810 kHz
- **Moray Firth Radio**
  FM 97.4 MW 1107 kHz
- **Waves Radio**
  FM 101.2
- **Original 106 FM**

Twitter
http://twitter.com/aberdeenshire

Aberdeenshire Council Website
https://online.aberdeenshire.gov.uk/Apps/schools-closures/
You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

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

School Information Line
Tel: 0370 054 4999 then 021500. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

At Crathes school, pupils will be able to access snow closure activities on the school website.

29 Storm Addresses

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

30 Change of address and Parental Contact Details

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

31 Anti-bullying Guidance

What is Bullying?

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

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.

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

What will the school do about it?

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

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

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

More information can be found in our School's anti-bullying guidance by clicking on the following link:

http://crathes.aberdeenshire.sch.uk/wp-content/uploads/2019/01/Anti-bullying-policy-January-2018.pdf

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

32 School Meals

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

- Primary 1-3 pupils are provided with school meals free of charge.
- Primary 4- S6 pupils are currently charged £2.50 for a school meal unless they qualify for Free School Meals.

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

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

For information about **school meals and menus** go to:

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

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

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

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

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

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

33 Healthcare & Medical

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

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

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

For further information regarding how long children need to be kept at home and not sent to school either contact the school office or go to www.nhsgrampian.org exclusion policies for infectious diseases.

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

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

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

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

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

Planning formats may include either:

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

A risk assessment should also be completed.

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

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

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

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

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

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 or from Banchory Health Clinic.

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.

34 Exclusion

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

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

35 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 out with school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children's Services. We give parents as much notification as possible with regard to visits their children will participate in.

Primary 6&7 pupils have the opportunity to participate in a residential trip to an Outdoor Educational Centre along with pupils from Drumoak and Durris Schools. This usually takes place in term 4 and has a focus on health and well-being as well as physical activity.

36 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 Crathes School some pupils currently receive tuition in violin and brass.

For further information go to:

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

37 Public Liability Insurance

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

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

38 School Off Site Excursion Insurance

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

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee.

Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

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

Duty of Care

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

39 Data we hold and what we do with it.

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

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

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

40 The information we collect from you

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

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

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

41 Your Data, Your Rights

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

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

The Council is required where it is data controller under the GDPR to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible and easily accessible way and must be written in clear and plain language. There are a number of examples available on http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notices.

42 Parental Access to Records

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

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

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

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

43 Information Sharing

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

44 ScotXed

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

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

about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

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

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

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

Appendix

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

School Improvement Plan

Members of Parental Groups

School Events Calendar & holidays

Aberdeenshire Council School Holiday Calendar

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

Map of catchment area

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

45 School Improvement Plan

Please click on the link below for this information.

http://crathes.aberdeenshire.sch.uk/wp-content/uploads/2019/09/School-Improvement-Plan-2019.2020.pdf

46 Members of Staff

Head Teacher:	Mrs Maureen Fraser
Teacher Flexible Days:	Mrs Hazel Crowley
Class Teacher: Job Share	Mrs Gillian Smith
Class Teacher: Job Share	Mrs Anna Fraser
Art:	Mrs Sara Duncan
Instrumental Tuition:	Mrs Tracey Webster & Mr Hamish Wood
Physical Education:	Vacancy
Drama:	Mrs Sarah Jardine
French:	Mrs Stephanie Faure
Learning Support:	Mrs Sarah Storer
School Chaplain:	Rev A. Murray
Pupil Support Assistant:	Mrs Kerry Hector
Pupil Support Assistant:	Mrs Valerie Mair
School Administrator:	Mrs Susan Strachan
Clerical Assistant:	Mrs Susan Strachan
Dinner Supervisor:	Vacancy
Cleaner:	Ms. Jane Webster

PARENT COUNCIL	OFFICE BEARERS	
Chairperson:	Mrs A Foster	Tel: 811205
Vice Chairperson:	Vacancy	
Secretary:	Ms G Murray	Tel: 844539
Treasurer:	Mrs L Alexander	Tel: 825455
Fundraising Officer:	Mrs AM Steel	Tel: 860767
Fundraising Assistant:	Mrs E Henshaw	Tel: 844083
	Ms K Scott	Tel: 013398 82031
Sports Liaison Officer:	Mrs C Dufton	Tel: 811166
Co-opted Member:	Mrs L Burnett	Tel: 844260
Staff Representative:	Mrs H Crowley	
	Mrs A Fraser	
	Mrs G Smith	
Adviser:	Mrs M Fraser	

47 School Holiday Dates – Session 2019/2020

AUTUMN TERM 2019

Monday 19th August 2019	In-Service Day
Tuesday 20th August 2019	In-Service Day
Wednesday 21st August 2019	Start of Term
Thursday 10th October 2019	Last day of term for pupils
Friday 11th October 2019	In –Service Day

WINTER TERM 2019

Monday 28th October 2019	Start of Term
Monday 18th November 2019	In-Service Day
Tuesday 19th November 2019	In-Service Day
Friday 20th December 2019	End of Term

SPRING TERM 2020

Monday 6th January 2020	Start of Term
Thursday 13th February 2020	Occasional Day
Friday 14th February 2020	Occasional Day
Monday 17th February 2020	Mid-Term Holiday
Tuesday 18th February 2020	In-Service Day
Wednesday 19th February 2020	In-Service Day
Friday 3rd April 2020	End of Term

SUMMER TERM 2020

Monday 20th April 2020	Start of Term
Friday 8th May 2020	May Day Holiday
Monday 1st June 2020	Occasional Day
Friday 3rd July 2020	End of Term

TERM DATES AUGUST 2020 - AUGUST 2021

AUTUMN TERM 2020

In-Service:	Monday 17th August 2020
Term begins:	Tuesday 18th August 2020
End of Term:	Friday 9th October 2020

WINTER TERM 2020

Term begins:	Monday 26th October 2020
In-Service:	Thursday 19th November 2020
In-Service:	Friday 20th November 2020
End of Term:	Friday 18th December 2020

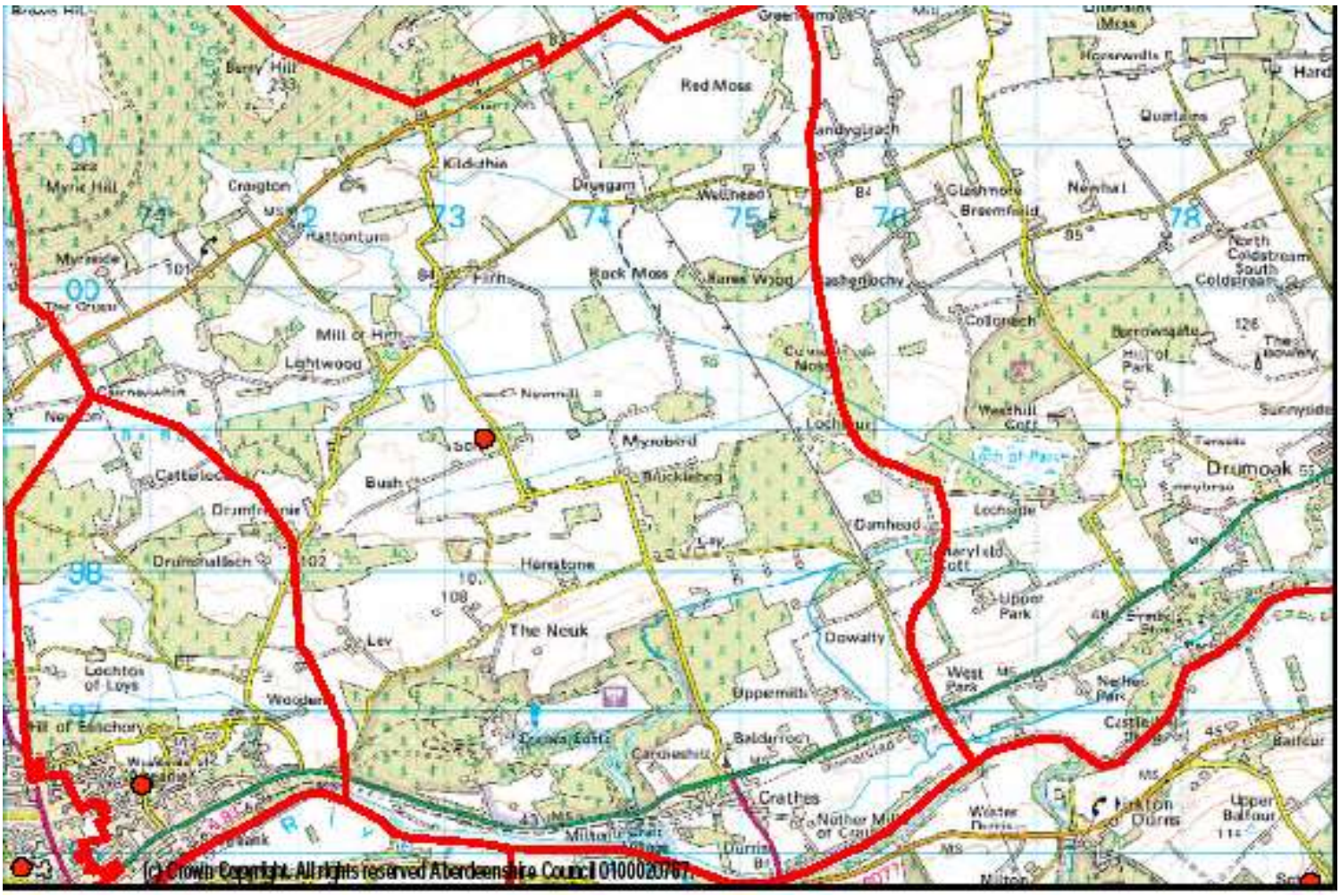
SPRING TERM 2021

Term begins:	Tuesday 5th January 2021
OCC Day:	Monday 15th February 2021
In-Service:	Tuesday 16th February 2021
In-Service:	Wednesday 17th February 2021
End of Term:	Thursday 1st April 2021

SUMMER TERM 2021

Term begins:	Monday 19th April 2021
OCC Day:	
May Day Holiday:	Monday 3rd May 2021
End of Term:	Friday 2nd July 2021

48 Map of 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.