

***Tipperty Primary School
School Prospectus
2016***

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

Welcome to Tipperty Primary School



Tipperty Primary School
Logie Road
Tipperty
Ellon AB41 8LT
Telephone - 01358 720344
Fax - 01358 723905
E mail - tipperty.sch@aberdeenshire.gov.uk
Information Line - 0870 054 4999 Pin Number 022700
Website - www.tipperty.aberdeenshire.sch.uk

Dear Parent,

Welcome to Tipperty Primary School. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us.

Every child in this school is a very important and special individual and it is my aim to ensure that the school is a very happy, secure and important place for each child.

Visitors often comment on the warm, friendly reception they receive from both the children and staff, making Tipperty School like one big happy family where children and adults enjoy working in harmony. This atmosphere is in no small part due to the co-operation and support of parents. I look forward to continuing this partnership, in working together for the children, the school and the community.

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of life at Tipperty School as we can, and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012'

I hope you find the handbook clear and informative. Please feel free to contact me with any suggestions for improvements.

Yours sincerely

Mrs Lorna Dawson
Head Teacher

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

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

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Section 1



General School Information



Working Together for Success and Achievement

SCHOOL CONTACT DETAILS

Head Teacher	- Mrs Lorna Dawson
School name	- Tipperty Primary School
Address	- Logie Road Tipperty Ellon AB41 8LT
Telephone	- 01358 720344
Fax	- 01358 723905
E mail	- tipperty.sch@aberdeenshire.gov.uk
Website	- www.tipperty.aberdeenshire.sch.uk

Type of School - Tipperty School is a Primary School

Present Roll - Primary 31 Children

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

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

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

Information Line 0870 054 4999 Pin Number 02 27 00

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

Please see page 13 for further information regarding adverse weather and emergency closures.

Quality Improvement Officer

Mrs Moira Lawson
Woodhill House, Westburn Road
Aberdeen
AB16 5GB
Tel: 01224 664440

Director of Education and Children's Service

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



Harvest Food Bank

TIPPERTY SCHOOL BACKGROUND INFORMATION

Tipperty Primary School is situated approximately three miles to the south of Ellon in the rural setting of Logie Buchan Parish. The village is divided into two distinct areas and the school is located in the part of the village to the East of the A90.

The school is non-denominational and the catchment area extends to the Bridgend and Logie Buchan area although a number of children attend the school from out with the area.

The school comprises of two enlarged class areas, general purpose hall and a music room. There is also a Head Teacher's office, Administrator's office, staffroom and kitchen servery. Library facilities are provided between the two class areas.

The outdoor area consists of two tarred areas, one of which is marked out with appropriate equipment for football, tennis and basketball or can be a general play area for children. There is also a grassed area which has a pitch with goalposts marked out for football or it can be used for games or sports. A number of local children use the facilities out of school hours. Picnic tables, a Friendship bench and a variety of playground games are widely used by the children. The shelter sheds have wooden seating and bright water themed painted scenery.

There is an open courtyard garden in the centre of the school building. This area provides an excellent resource for pupils to study life in their local environment and to enjoy outdoor learning and Golden Time activities.

Currently Tipperty Primary has two full-time equivalent staff, including the Head Teacher and a relief Teacher employed for 0.4 FTE (2 days per week). Staff are supported by an Administrator, Clerical Assistant, Pupil Support Assistant and Catering Assistant. The school has the services of a janitor one morning each week and this is of great assistance.

Specialist teachers help with the teaching of Music, Art and Design, Drama, Physical Education and Digital Technologies. A teacher provides Support for Learner's weekly.

Prior to commencing school at Tipperty, children can attend nursery in the area at Newburgh, Pitmedden, Auchterellon, Meiklemill or Ellon Primary. On leaving Tipperty Primary, all pupils transfer to Ellon Academy.

Tipperty School is within the Ellon Community School Network (CSN) along with the other associated schools to Ellon Academy.

Community links are a valued part of school life. Parents and the wider community are invited to join for end-of-term services, school concerts, functions and fund raising activities. The WRI meet regularly throughout the year. Football is provided as an extra curricular activity that is held during the year.

The school has a very supportive Parent Council and active PTA.

HMIe last inspected the school in 2008. The school is accredited at commended level as a Health Promoting School, has a bronze Eco Award, a Silver Eco School Award and four Green Flag Awards. The school has also been recognised as a Bird Friendly School.

For further information about classes and teachers please see the 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 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).

ADMISSION/ENROLMENT

Primary Admissions

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in the middle of August. Those whose fifth birthday is between the 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 and Children's Service. Further information is available at <http://www.aberdeenshire.gov.uk/schools/information/primary-school-registration-2015/>

Parents of children joining the school in classes other than P1 or in the middle of a school session should contact the Head Teacher who will agree a start date for the child and make arrangements for the parents and child to visit the school.



Primary 1 – August 2015

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 Tipperty 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 Ellon 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://www.aberdeenshire.gov.uk/schools/parents-carers/school-info/notes-for-parents/>

ORGANISATION OF THE SCHOOL DAY

School Hours

9:15am – 12:30pm (interval 10:45am -11am)
12:30pm – 1:15pm (Lunchtime)
1:15pm – 3:15pm

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 during the year. Parents were involved in a consultation regarding school dress and it was agreed to implement the following dress code

Everyday Wear

- Dress trousers/skirts/pinafores – self-coloured black, grey or navy
- Specified School Dresses – e.g. blue/white navy/white
- Polo shirts/shirts/T-shirts – self-coloured black, grey, white or navy
- Shoes (not trainers). Children should keep an old pair of trainers in school to change into at playtimes to play football.
- Grey school sweatshirts

P.E. Clothes

- Any colour of cotton T-shirts, polo shirts and shorts. It is requested that children bring a T-shirt or polo shirt to change into and out of for P.E.
- Trainers or plimsolls or slip-on gym shoes. If possible slip-on gym shoes would be beneficial in the early stages as it is easier for the children to deal with.

Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.



School Dress

PUPIL BELONGINGS & VALUABLES

The children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Each child will also have their own named tray for storing their belongings in class.

Valuables

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

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

SCHOOL EQUIPMENT

The school provides all of the books and equipment that your child will need to use in school. Children will require a school bag to carry their belongings and equipment to and from school.

Children receive a plastic folder for keeping homework jotters and reading books in. This helps to keep these resources in good order.

ARRIVAL AT SCHOOL & PLAYGROUND INFORMATION

Children should not arrive at school more than 20 minutes before the start of the school day. A member of staff will be present in the school building for supervisory purposes and will be available to support pupils who require assistance. Children will be permitted in before school starts if it is excessively wet or windy. During morning and lunch breaks a member of staff supervises children in the lunch hall and playground.

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

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

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year. In accordance with Aberdeenshire Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground nor throw snowballs.

At the end of the school day children should be collected outside the main pupil entrance. (Please see map/plan at back of book.) Please inform a member of staff if you have made arrangements for someone else to collect your child.

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

SCHOOL OFFICE

The school office is manned from 9.15am – 3.30pm Mondays to Friday.

Any visits to the school in person should be made through the main entrance (see map/plan at back of book). Please ring the bell at the main entrance.

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. 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.

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

SCHOOL MEALS/ SNACKS/ TUCKSHOP

School Meals

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





As of August 2014 the Scottish Government committed to giving all children in Primary 1-3 the option of a school meal free of charge and this is provided. Children in P1-3 who wish to take a packed lunch on occasions may still do so. This scheme however does not apply to children in Primary 4-7 who should continue to purchase tickets in the same way. Some children in P4-7, however, may be entitled to a free school meal, details of which can be found in the annual updates section of this handbook.

For current school meal charges please see the updates section of this handbook or check on the webpage noted below. Please make cheques payable to Aberdeenshire Council.

Children P4-7 who arrive at lunch without a ticket will be given a meal and this will be charged to parents who will be notified. No child will be left to go hungry.

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

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

 Aberdeenshire Council Primary School Menus – Autumn & Winter 2015/16 				
Week 1 – 26th October, 23rd November, 21st December 2015, 25th January, 22nd February & 21st March 2016				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cook's Choice of Homemade Soup			Cook's Choice of Homemade Soup	
<u>Breaded Fillet of Aberdeenshire Fish</u> <u>Chicken Curry</u> served with <u>Long Grain Rice</u> and <u>Naan Bread</u>	<u>Homemade Cheese & Tomato Pizza V</u> <u>Prime Braised Aberdeenshire Steak</u> with a <u>Pastry Square</u>	<u>Roast Chicken with Gravy and Mealie</u> <u>Panini filled with Cheddar Cheese V</u> served with <u>Seasonal Fruit & Vegetable Bites</u>	<u>Our Butcher's Recipe</u> <u>Pork Sausages</u> <u>Homemade Beef Lasagne</u> served with <u>Garlic Bread</u>	<u>Our Butcher's Beef</u> <u>Burger in a Bun</u> served with <u>Seasonal Fruit & Vegetable Bites</u> <u>Chicken Pasta Bake</u>
<u>Garden Peas</u> <u>Chips</u>	<u>Mashed Turnips</u> <u>Vegetable Sticks</u> <u>Mashed Potatoes</u>	<u>Sliced Carrots</u> <u>Roast Potatoes</u>	<u>Baked Beans</u> <u>Sweetcorn</u> <u>Mashed Potatoes</u>	<u>Broccoli Florets</u> <u>Diced Potatoes</u>
Sandwich Platter	Sandwich Platter	Sandwich Platter	Sandwich Platter	Sandwich Platter
<u>Chicken and/or Cheddar Cheese V Sandwiches</u> served with <u>Salad Garnish</u> & <u>Grapes</u>	<u>Ham and/or Tuna Mayonnaise Sandwiches</u> served with <u>Salad Garnish</u> & <u>Pizza Finger</u>	<u>Chicken Wrap and/or Tuna Mayonnaise Sandwiches</u> served with <u>Salad Garnish & Seasonal Fruit & Vegetable Bites</u>	<u>Egg Mayonnaise V and/or Tuna Mayonnaise Sandwiches</u> with <u>Salad Garnish</u> & <u>Melon Wedge</u>	<u>Cheddar Cheese V and/or Tuna Mayonnaise Sandwiches</u> served with <u>Salad Garnish</u> & <u>Seasonal Fruit</u>
<u>Ice Cream</u> served with <u>Fruit Salad</u>	<u>Chocolate Brownie</u> served with <u>Custard</u>	<u>Butterscotch Cookie</u> served with a <u>Milkshake</u>	<u>Toffee Banana Cake</u> served with <u>Custard</u>	<u>Homemade Fruit Muffin</u> served with a <u>Glass of Milk</u>

Example of Menu for Autumn/Winter 2015-16

Tickets can be purchased each day by providing your child with the money in a sealed envelope with clear instructions about number of tickets to be purchased along with your child's name. It would be helpful if school dinner tickets could be bought on a Monday as this will help greatly with administration time. Should a child forget his/her dinner money, they will still receive a school dinner, and you will be contacted regarding payment.

Please make cheques payable to Aberdeenshire Council.

Before lunch, the children wash their hands and line up in a quiet and orderly fashion ready to go in for lunch. Children sit at "family grouped" tables where we encourage the older pupils to help the younger ones and promote appropriate behaviour and manners.

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.

Snack

Children should be sent with a snack for their "playpiece". Fizzy drinks are not permitted in school. As a health promoting school, we encourage healthy options. The children also have the option of buying something from the tuck shop. Children should not share their playpiece with others in the playground as they may inadvertently cause another child to have an allergic reaction. (Eg nut allergy – resulting in anaphylaxis.)

School Tuck Shop

This operates daily at playtime. A range of snacks and fruit juice is on offer.



School Tuck Shop

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 & Children's Services 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 wishes 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 phone call to the parent soon after 9.30am. 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 on the first day of his/her absence.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams. The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must request permission from the Head Teacher. On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to <http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days> schools information, term and holiday dates.

Under normal circumstances we do not send work home in the case of absence. For medical or dental appointments the teacher should be informed beforehand. 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.

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

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

Parental Role

We would like you to:

- Ensure your child wears appropriate outdoor clothes throughout the winter.
- Decide whether it is safe for your child to travel to school in bad weather, either by school transport on foot or by car.
- 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*.

School Transport Contractors

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.

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.

School Closing Early

If the School has to close early, parents will be contacted by telephone. If this is not possible your named 'emergency contact' will be called.

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.

What Education might my Child be Missing?

Some parents and pupils worry that important 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 Tipperty School, teachers will issue children with activities during snow closures. This could be a "snow pack" for completion or a continuation of learning may also be posted on GLOW. All Children have a GLOW password.

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 - 94.7MW 810 kHz
Moray Firth Radio:	FM 97.4 MW 1107 kHz
North East Community Radio:	FM 97.1 - 106.4Tel: 01467 632878
Waves Radio:	FM 101.2Tel: 01779 491012
Original 106:	FM: Tel: 01224 293800
Twitter:	http://twitter.com/aberdeenshire
Aberdeenshire Council Website:	www.aberdeenshire.gov.uk/closures

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

School Information Line

Tel: 0870 054 4999 then type in Pin Number 02 27 00. 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 leave the school entrance, along the wall clear, leaving room for the school bus and enabling children to have a clear view for crossing the road. Children must never walk through the school car park to gain entry to the school grounds unless they are accompanied by a parent/guardian.

SCHOOL TRANSPORT

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.

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>



Central Taxis – School Transport

Section 2



Curriculum and Assessment



World Book Day

Working Together for Success and Achievement

SCHOOL ETHOS/ AIMS/ VALUES

Tipperty's School Aims and Statement of Values communicate our philosophy and beliefs for Tipperty School Community.

**SCHOOL VISION**

Working Together for Success and Achievement

SCHOOL VALUES

Be Responsible
Be Safe
Be Respectful
Work Towards Achievement

SCHOOL AIMS

In Tipperty School it is aimed to ensure the school is a happy, secure and important place for each child, where the school environment is welcoming and friendly for the children, their parents, staff and visitors.

Through implementation of our School Aims the children will be encouraged to develop the four Capacities of A Curriculum for Excellence:

- Successful learners
- Confident individuals
- Responsible citizens and
- Effective contributors

Successful Learners

To provide interesting, enjoyable learning and teaching experiences through a range of active learning activities and technologies, which engage, and challenge children's thinking.

Confident Individuals

To encourage self-respect and an ethos where children feel welcome, safe, valued, active and where healthy lifestyles are promoted.

Effective Contributors

To promote participation with others where children are involved in decision making, engaging them in real life experiences

Responsible Citizens

To encourage an ethos of respect and good relationships with others, knowledge of and concern for the environment and wider sustainability issues.



Formartine Beginning to Blossom Award

POSITIVE BEHAVIOUR MANAGEMENT

Our school aims to provide a happy and secure environment for all those who work in or visit it.

AIMS

Our aims are:

- To foster positive caring attitudes to one another and the environment
- To acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed
- To develop positive self-esteem in children, particularly, the importance to children of approval by their peers
- To listen with care to the views and opinions of one another and value them
- To respond in a polite thoughtful manner to one another
- To provide time for children to be rewarded for their good Behaviour
- To encourage children to show responsibility with regard to completing tasks to the best of their ability, caring for the buildings and equipment and showing co-operation with all school members.
- Through emphasizing positive behaviour in school this will encourage children to react in a positive caring way.

Golden Rules

To meet these aims Golden Rules have been established whereby a system of incentives and rewards are given based on the keeping of the Golden Rules.

• Do be gentle	• Do not hurt anybody
• Do be kind and helpful	• Do not hurt people's feelings
• Do work hard	• Do not waste yours or other people's time
• Do look after property	• Do not waste or damage things
• Do listen to people	• Do not interrupt
• Do be honest	• Do not cover up the truth
• Do be polite and use good manners	• Do not be impolite

These rules are the moral values that inform and develop the culture of the school. We believe that good relationships between the people in school are vitally important to allow the school to function smoothly and happily. Pupils and staff are therefore all expected to show each other the courtesy, respect, kindness and friendliness they hope to receive.

Incentives

- Pupils who keep the Golden Rules will be rewarded for doing so by participating in 30 minutes of free activity called Golden Time on Fridays. Children will sign up for an activity in advance.
- Pupils who have not lost any Golden Time for a term will receive a certificate at our whole school assembly to take home to show their parents.
- If a pupil shows some outstanding positive contribution to school life through behaviour or work they will be officially recognised by receiving a certificate at our whole school assembly.
- If a pupil shows good behaviour or work in class teachers will recognise this through issuing stickers or comments in their work.

Sanctions

If a pupil breaks a Golden Rule the following sanctions will be taken, depending on the seriousness of the incident.

- a) by a member of staff
 - verbal reprimand
 - warning of loss of Golden Time
 - loss of 5 minutes of Golden Time
 - reported to Head Teacher
- b) by Head Teacher
 - similar to those above
 - for repeated or serious incidents of bad behaviour parents of the child concerned will be invited to the school to discuss and agree with staff ways to enable an improvement in behaviour.
 - If appropriate, support may be requested from the Educational Psychologist

The steps outlined above should deal with most situations arising in school. However, should the joint efforts of school and home fail to improve behaviour, the option of exclusion is available. The formal procedure where a pupil is removed from the school would be followed. This is an extreme step, which would be taken if all else fails.

Good Behaviour

At all times good, well-mannered behaviour will be acknowledged and praised.

ANTI-BULLYING

The staff are aware of the need to ensure the school is a safe and secure place for every child. They will promote a caring ethos where every child feels valued and is aware that the school cares about bullying behaviour. Staff will not tolerate any bullying behaviour and will make every effort to prevent it from happening, through working with the children and their parents.

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

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



Golden Time

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

In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.

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

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

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

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

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

SCHOOL POLICIES

School and authority policies are currently being reviewed and updated to reflect A Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies.

The Curriculum for Excellence is Structured into Different Levels

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
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.
Senior phase	S4 to S6, and college or other means of study.

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 and Children's Services. Primary 6 pupils have the opportunity to go on a ski-ing trip and Primary 7 pupils have the opportunity to go on a residential trip. This has a focus on health and well-being as well as physical activity.



Wild About Scotland Bus



Trip to Yokieshill Farm



Trip to Techfest

LEARNING AND TEACHING – THE SCHOOL CURRICULUM

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential and 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 plan tasks that are set at different levels of difficulty according to the carefully identified and agreed next steps for each pupil

Active Literacy

Language is at the heart of children's learning, it unlocks access to the wider curriculum. Through language they receive much of their knowledge and acquire many of their skills. Language enables children to communicate with others effectively for a variety of purposes, and lays the foundation for lifelong learning and the world of work.

Competence and confidence in language will be developed through the Active Literacy Programme.

Through a variety of activities, the aim will be to foster in children an awareness of the purpose of language and promote the development of creative thinking in listening and talking, reading and writing developing skills which are important for learning, for life and for the world of work.



School Library

Literacy is structured into three significant aspects of learning:

Writing for Learning

The aim of written language is to help children develop the necessary composing and secretarial skills to be able to communicate through their own imaginative, personal and functional writing.

In the early stages written language begins with drawing. This is a simple way for children to communicate and their story telling ability will develop through discussing their pictures with the teacher. At this early stage the teacher will scribe (write down) the child's story.

As children progress they will be guided into their own plan through teacher support at first, until confident and able to plan their own piece of work. They will make notes, develop ideas and use effective vocabulary.

Secretarial skills of handwriting, spelling, grammar and punctuation are taught in a progressive way throughout the child's seven years in school.

Reading for Learning

The aim is to make reading an enjoyable process where the children feel they have success and are highly motivated by the books they are given or choose to read.

Although there are core-reading schemes there is also a variety of supplementary materials and novels used to enrich the children's reading. It is important for children to be encouraged to read a whole range of different types of texts in different media (e.g. plays, poems, reference, charts, maps, timetables, adverts, signs, poster etc.) as well as other reading material exposing the children to a wide variety of excellent children's literature, giving children the opportunity to find, select, summarise and link information from a variety of sources.



Librarian Reading Story

Listening and Talking for Learning

Listening is concerned with understanding information we receive. Children are taught to listen carefully, retain and respond to what has been heard or select the information required. A variety of activities are planned to give children the opportunity to develop their listening skills.

Talking is a very important skill as it is the principal means of communication. Children are given the opportunity to become confident in conveying information, talking about experiences, opinions, feelings and texts through drama, discussions, recording activities, play, reading or talking to an audience. From the very early stages, children are encouraged to take part in talking and performing to an audience which helps develop their confidence.

Through listening and talking children will engage with others in group and class discussions helping them to learn collaboratively and able to explain their own ideas.

Scots Language, Culture & Heritage

The staff of Tipperty School recognise the importance of this area and therefore include work relating to Scots Language, Culture and Heritage within the normal curricular planning. Through this children will gain access to their heritage and develop their appreciation of the richness and breadth of Scotland's literary and cultural heritage.



Practising Scottish Country Dancing

Numeracy and Maths

Numeracy and Maths in the primary school is a very large subject area encompassing many areas of the curriculum. It is used in everyday activities such as buying food and clothes, keeping time, and playing games. It equips children with the skills needed to interpret and analyse information and simplify and solve problems.

It is essential to children's all round development and it is aimed to incorporate numeracy and maths across the curriculum so that children will be able to use and apply mathematics effectively in any situation.

Children will be given the opportunity to experience mathematics through a variety of aspects, appropriate and relevant to their stage of learning.

Calculators and Digital Technologies will be used where appropriate to enhance mathematical development at all stages.

Thematic Studies

Thematic Studies incorporates areas of Social Subjects (History and Geography) Science, Technologies as well as Mathematics, Language, Expressive Arts, Religious and Moral Education and Health and Wellbeing. It provides a context for the children to learn about the world around them and develop knowledge, understanding, skills and attitudes necessary to interpret it. This context takes the form of a project or theme e.g. Victorians, Mini-beasts, Plants, Farm. These are studied for up to a term and incorporate many areas of the curriculum helping the project come alive for children, making learning more active, meaningful, interesting and fun.

Children's fiction, where appropriate will be used to enrich the Environmental Study.

Insurance for School Trips

Insurance cover will be taken out to cover accident, loss and damage to property, and medical cover when on a school trip.

This insurance will be obtained by the Head Teacher from Endsleigh Insurance.



Granny's Attic Theme

Expressive Arts

Expressive Arts encompass music, drama, art and craft and dance. These subjects are all linked together and have an inter-relationship of other subjects. Expressive Arts help to initiate imaginative learning, giving children experience enabling them to express feelings, ideas and emotions, enhancing creative talent and developing artistic skills.

Through all aspects of Expressive Arts, the teacher works with the visiting specialist teacher. Where possible, relevant work covered, will link with the project being studied at the time.

Music

Children have the opportunity to sing, use untuned and tuned percussion, investigate and explore music, work together to present a musical performance and listen to music.

Art & Design

In art and design, children work with a wide range of materials and are given the opportunity to explore and investigate different art techniques. Children are taught to observe closely in detail and to express their own feelings, thoughts and ideas.

Children require an apron to keep their clothes clean-an old shirt is ideal.

Drama

Through drama children will have the opportunities to be creative and to experience inspiration and enjoyment. Exploring real and imaginary situations will help children to understand and to share their work.

Dance

In dance children will be given opportunities to be creative and experience inspiration and enjoyment. Through dance the children will develop skills to participate in dance sequences and participate in their Scottish culture through Scottish dancing. Through taking part in dance this will enhance children's physical education and physical activity.



Dance

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.

The School Chaplain visits school on a monthly basis and joins us for the end of term services.



*P7's Last Day
Dictionary Presented at End of Term Service*

Parents who wish to have their children withdrawn from Religious Education or Religious Observance should put their request in writing to the Head Teacher.

Health and Wellbeing

A programme for Health and Wellbeing is followed by staff, ensuring children are encouraged to take responsibility for their mental, physical, emotional and social wellbeing. As a health promoting school a relevant health education programme has been planned to meet the needs and match the maturing levels of the children.

In line with Education Scotland guidelines children receive two hours of physical and sport activity weekly.

Through the Health and Wellbeing programme children will be encouraged to:

- have an appropriately positive regard for themselves and for others and their needs.
- develop life skills to enable them to participate effectively and safely in society
- identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions.
- take increasing responsibility for their own lives.

Multi-cultural Education

The aim of multi-cultural Education in Tipperty is to develop respect and understanding for others, their stories, symbols, buildings, festivals, founders and beliefs thus creating an atmosphere, which is free from racism and racist attitudes.

Equal Opportunities

The school commits itself to a policy of equal opportunities for all.

Technologies

The Technologies curriculum will develop children's technological skills, knowledge and understanding through creative and practical activities helping to prepare them for the world of work. Children will be involved in using computers, interactive whiteboards and developing life skills through experience with food, textiles, craft and designs.

Modern Languages in the Primary School (MLPS)

Children in primary 4-7 are taught French on a weekly basis. This language is continued when children transfer to secondary education. Through a wide range of learning activities children will develop French literacy and language skills.



French Cafe

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.

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 topic based work in 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 also might choose to research a specific aspect of information within the topic framework. Through the use of profiling, 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 Aberdeenshire's curriculum framework can be found at

www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf

Further information about Curriculum for Excellence can be found at

www.educationscotland.gov.uk/thecurriculum

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:

- Buddies – P7 pupils are paired with P1 pupils and help them to settle into school life
- JRSO (Junior Road Safety Officer) – delivers important messages on road safety
- Young Leaders – teaching younger children to play co-operatively
- 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.

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 new 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 secondary until at least the end of S3 with opportunities to continue into the senior phase. By beginning language learning early there will be more time to develop learner's language skills and knowledge of language 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 Tipperty School this language is French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

From P4 / P5 our learners will be introduced to another foreign language.

All schools in our cluster will continue to plan together to make sure that what learners do in secondary school builds on what has been learned in primary school. This will ensure that learning languages remains 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 skills which will help them further for learning, life and work.

ASSESSMENT & REPORTING

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

The overall purpose of assessment is to support learning. Staff at Tipperty 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 next steps in learning are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources. The Curriculum for Excellence levels (previously mentioned) are worked by pupils throughout their school career. During this time the children are signposted as making progress through the levels.

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

In the Ellon Community Schools 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, samples of work, through visits to school for open days. Class assemblies and through visits to school for more formal parent interviews.

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

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be produced in P7 and may be either electronic or paper based. Pupils can

add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

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

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

HOMEWORK

At Tipperty School we believe homework is an important part of a child's education. It helps to build home-school links and is a reinforcement of classroom learning. For more information please refer to Tipperty School website.

EXTRA CURRICULAR ACTIVITIES

At Tipperty 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. In Tipperty School some pupils currently receive tuition in Violin and Brass.

For further information

http://www.aberdeenshire.gov.uk/parentscarers/information/music_service/YouthMusicInitiative.asp



Brass Tuition

SENSITIVE ASPECTS OF THE CURRICULUM

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 P1 through to P7: are as follows:

P1 – P4

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

P5 – P7

- 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/carers

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
- Sexual behaviour
- 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 and to 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

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 Policy. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

An effective Substance Misuse Education programme should aim to:

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

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

Section 3



Parental Involvement/ Pupil Welfare



Active Literacy Workshop



Football Coaches

Working Together for Success and Achievement

PARENTAL INVOLVEMENT & THE PARENT COUNCIL

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>
- Volunteering as a parent helper 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. All parents are welcome to attend all meetings.
- The Parent Council assists the school in developing an annual improvement plan
- They comment upon and adds to 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 the Parent Council Chair or the Head Teacher or by clicking on the link below:

<http://www.aberdeenshire.gov.uk/consultations/detail.asp>

COMMUNICATION

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

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

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 reading 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 certificates of pupil work for you to see and discuss with your child.

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 spring 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.tipperty.aberdeenshire.sch.uk. Parents are issued with passwords to access the school GLOW site.

HEALTH CARE

Specific school staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, (e.g. school doctor, school nurse, speech and language therapist etc) working in partnership with parents and teachers, may carry assessments to ensure the best level of health for all school children.

Primary 1

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

Primary 7

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

Children with an identified health need may be seen more frequently.

How can Parents Help?

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

You Can Contact your School Health Staff at:

Ellon Academy
Schoolhill Road
Ellon, Aberdeenshire
AB41 9JS
Tel 01358 720715



Eco Green Flag Presentation

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.

All pupils participate in daily dry brushing their teeth following the lunch break. Parental permission is requested for their child to participate in this. All boxes, toothbrushes and toothpaste are provided by Grampian NHS.



Daily Brushing of Teeth

Administration of Medicines

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

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

COMMUNICABLE/INFECTIOUS DISEASES

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

Head lice

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

Asthma Inhalers

Parents of children who require inhalers in school should supply a named inhaler to be kept in school. This will be kept securely in a filing cabinet. These are also required for school trips and outings.

TRANSITIONS

Transitions

We understand that transfer to Primary can be anxious times for parents and pupils. At Tipperty School we have arrangements in place to support transitions and these are outlined below.

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

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

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

Our prospective P1s also have the opportunity to visit the school weekly to exchange learning packs and come into class for a series of induction sessions around May/June. This allows the children to begin to get to know 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 Tipperty School attend Ellon Academy in Ellon. (Telephone Number 01358 720715)

Tipperty School is part of the Ellon Community Schools Network.

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 5 days at Ellon 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 Ellon Academy where information will be shared and questions can be asked.

Liaison between Tipperty Primary and Ellon Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Ellon Community Schools Network. Transition projects, sports festivals, trips, invites to the academy for 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.

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

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

Placing request forms are available from the school.

CHILD PROTECTION

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

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

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

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

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

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

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

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

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

The school and ask to speak to the head teacher or a senior member of staff;

Police Scotland by dialling 101 (This number is in operation at all times)

or

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

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

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

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

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

Protecting Children and Young People in Aberdeenshire – Education & Children's Services Guidelines can be accessed through:

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

SUPPORT FOR PUPILS

ABERDEENSHIRE COUNCIL EDUCATION LEISURE AND LEARNING

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.girfec-aberdeenshire.org/child-protection/>

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(ASfL) 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 & 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 put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

Educational Psychology

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

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

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

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

Further information about the educational psychology service can be found at;
<http://www.aberdeenshire.gov.uk/schools/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 blended placement with an Enhanced Provision Centre or Community Resource Hub. There are 17 primary and 17 secondary Enhanced Provision Centres across Aberdeenshire, and one primary and secondary Community Resource Hub (including the former 4 free-standing all through special schools) in each of 9 areas.. Access to Enhanced Provision Centres and Community Resource Hubs is via a multi-agency planning process.

For further details contact:

Anne Marie Davies

Quality Improvement Manager (Additional Support Needs)

Education & Children's Services

Woodhill House

Westburn Road

Aberdeen

AB16 5GB

Tel no 01224 664886

Fax no 01224 664615

ELL.Enquiries@aberdeenshire.gov.uk

Identifying and Reviewing Additional Support Needs

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

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

Staged Approach to Assessment & Intervention

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

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

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

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs, Care Plans, SAAPs 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.

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

Universal Support Level 0

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

Stage 1: School Based Action

Universal support level 0 and in addition:

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

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

Targeted support level 1 and in addition:

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

Stage 3: Multi Agency Action

Targeted support levels 1+2 and in addition: Intensive targeted support: school with Enhanced

Provision Centre (EPC) / 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/Carers and children/young people are involved in setting and reviewing targets regularly.

Multi Agency Plans

Where a pupil has support from agencies in addition to education – e.g. health or social work, it may become necessary to develop a collaborative plan to support the pupil. These are known as Multi Agency Action Plans. Parents/Carers, children/young people will be involved in developing and reviewing plans as required.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is a statutory document for children and young people who require a high degree of multi-agency support. It is an educational planning tool which demonstrates the coordination between agencies to achieve specific educational objectives over a 12 month period. [CSP documentation](#) can be accessed through Aberdeenshire Council website.

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

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

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

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

For more information on Support and Advocacy contact:

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

For local advocacy contact:

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

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

Independent Mediation Services

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

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

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

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, 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.

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.

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

Complaints

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

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

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



*Recognising Achievements
Achievement Wall*

INSURANCE

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

Aberdeenshire Education 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.

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.

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

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

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

Section 4



School Improvement & Data Protection



Sports Day

Working Together for Success and Achievement

SCHOOL IMPROVEMENT

Standards & Quality Report & Improvement Planning

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

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

Improvement Planning

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

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

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

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data is collected and transferred?

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

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

How Does Aberdeenshire Council Hold and Store Pupil Data

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

DATA PROTECTION ACT 1998

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

Fair Processing Notice**Who may process your personal data?**

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

What personal data will be collected?

The information which you provide may include:

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

For what purposes will your personal data be used?

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

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

Will Aberdeenshire Council disclose your personal data to anyone else?

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

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

Your Data Protection Rights

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

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

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

Aberdeenshire Education and Children's Services:
01224 664630 or email: 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, establishment, 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/mychildsrecord/>

SCOTXED

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

Section 5



Annual Updates



Aberdeen Sports Village

Working Together for Success and Achievement

SCHOOL CLOTHING GRANTS

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

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

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

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

CAN MY CHILD GET FREE SCHOOL MEALS?

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

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

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

- By email: benefits@aberdeenshire.gov.uk
- In person at one of our Benefit Offices

<http://www.aberdeenshire.gov.uk/benefits-and-grants/free-school-meals/>

School Meals charges for P4-7 are currently £2.10 per ticket and £21.00 for a book of 10 tickets. Cheques should be made payable to Aberdeenshire Council.

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.

Lunch tickets will no longer be required for these pupils.

For parents or guardians of pupils that 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/>

Lunch tickets will still require to be purchased for pupils in Primary 4 to Primary 7 unless pupils are entitled to Free School Meals.



Lunchtime at Tipperty

STAFF LISTS & CLASS ALLOCATIONS

School Staff

Mrs Lorna Dawson
Mrs Tammi Westmacott
Mrs Katherine Williams
Mrs Irene Jamieson

- Head Teacher & P1-P3
- Class Teacher P1-P3
- Class Teacher P4-P7
- Support for Learners

Ancillary Staff

Mrs Cindy Stuart
Mrs Wendy McCallum
Mrs Lorraine Hay
Mrs Lynne Edwards
Mr Martin Mathieson
Miss Wendy Robertson

- PSA (Pupil Support Assistant)
- Administrator
- Clerical Assistant
- Catering Assistant
- Janitor
- Cleaner

Visting Specialists

Mrs Sarah Kenyon
Miss Kathleen Madigan
Miss Jennifer Jackson
Mrs Jan Connell
Miss Lynne McBoyle
Mr Fabrizio Oddo
Mrs Jean Fletcher

- Music
- Physical Education
- Drama
- Art & Design
- MLPS (French)
- Instrumental Teacher – Brass
- Violin Teacher

School Chaplain

- Pam Adam

First Aiders

- Mrs Lorraine Hay
- Mrs Cindy Stuart
- Mrs Tammi Westmacott
- Mrs Lorna Dawson
- Mrs Katherine Williams
- Mrs Wendy McCallum



Playground Fun

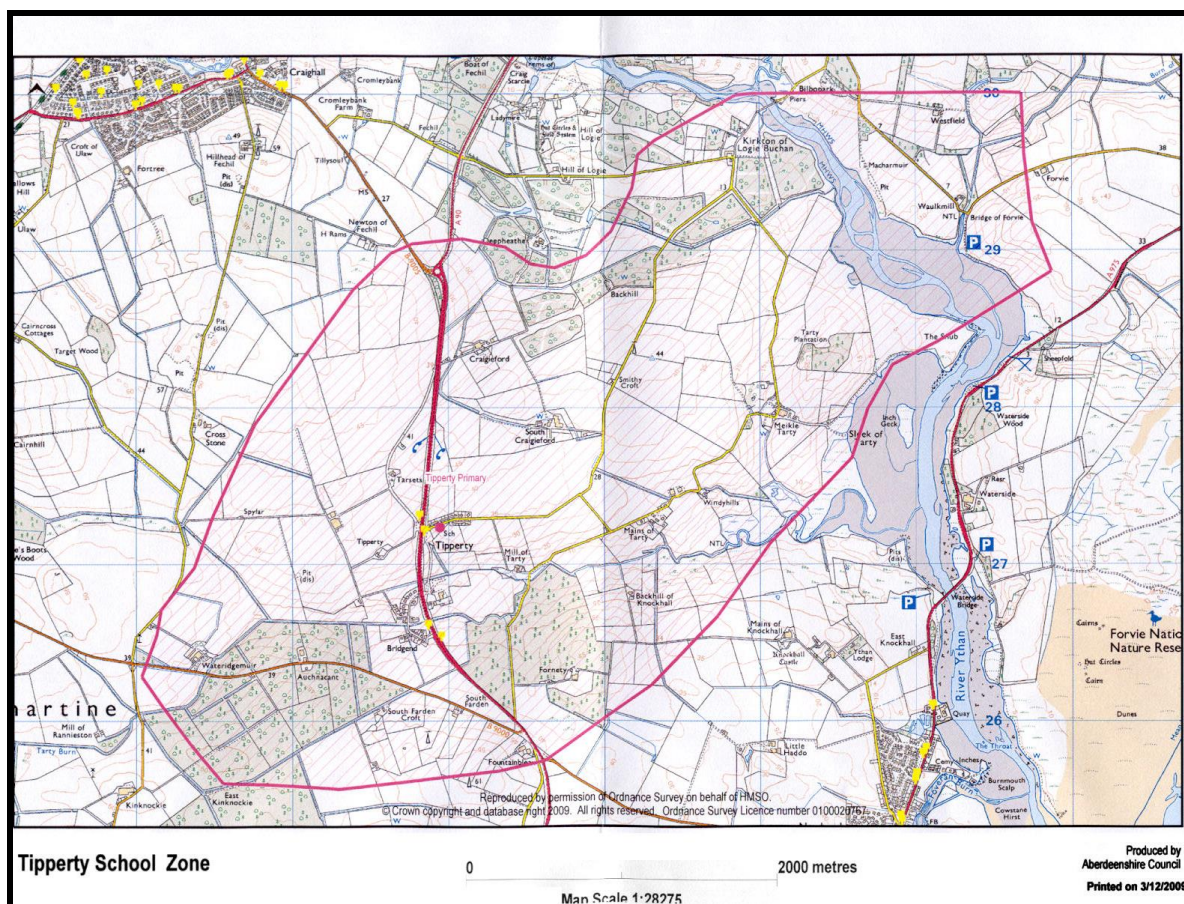
ANNUAL HOLIDAY CALENDAR

SESSION 2015/2016		SESSION 2016/2017	
<u>TERM 1</u> In-Service Day 17 th August 2015 School Begins 18 th August 2015 October Break 12 th – 23 rd October 2015 Inclusive		<u>TERM 1</u> In-Service Day 15 th August 2016 School Begins 16 th August 2016 October Break 10 th – 21 st October 2016 Inclusive	
<u>TERM 2</u> School Begins 26 th October 2015 In-Service Day 16 th November 2015 17 th November 2015 Christmas Break 23 rd Dec 2015 – 5 th Jan 2016 Inclusive		<u>TERM 2</u> School Begins 24 th October 2016 In-Service Day 14 th November 2016 15 th November 2016 Christmas Break 22 nd Dec 2016 – 4 th Jan 2017 Inclusive	
<u>TERM 3</u> School Begins 6 th January 2016 Mid Term Holiday 12 th February 2016 15 th February 2016 In Service Day 16 th February 2016 In Service Day 17 th February 2016 Good Friday Friday 25 th March 2016 Easter Break 4 th April 2016 – 15 th April 2016 Inclusive		<u>TERM 3</u> School Begins 5 th January 2017 Mid Term Holiday 13 th February 2017 In-Service Day 14 th February 2017 15 th February 2017 Easter Break 3 rd – 17 th April 2017 Inclusive	
<u>TERM 4</u> School Begins 18 th April 2016 May Day Holiday 2 nd May 2016 Local Holiday 6 th June 2016 Summer Break 4 th July 2016		<u>TERM 4</u> School Begins 18 th April 2017 May Day Holiday 1 st May 2017 Summer Break 3 rd July 2017	

Full list of Aberdeenshire Council School Holidays can be found at:

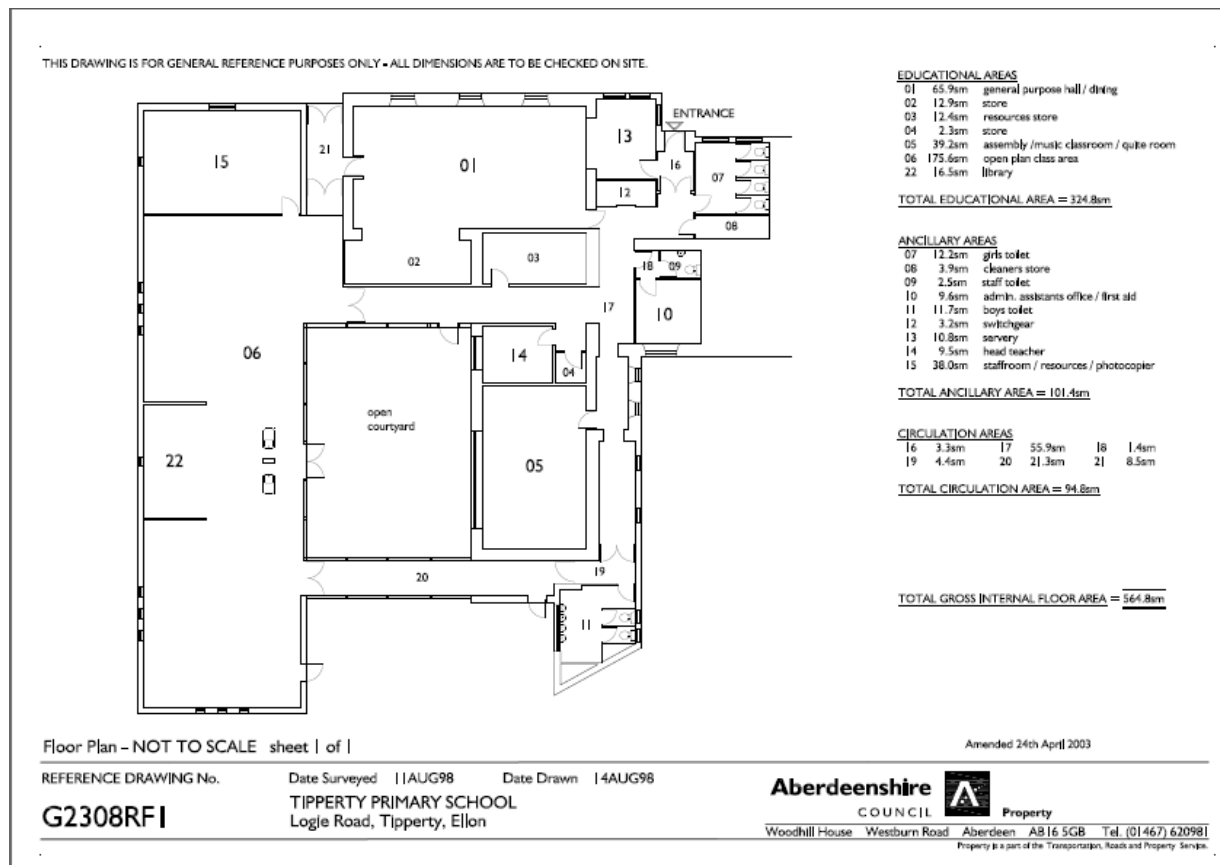
www.aberdeenshire.gov.uk/schools/information/term_dates.asp

MAP OF CATCHMENT AREA



The school's delineated zone extends over the area shaded on the map above.

PLAN OF SCHOOL



Primary to Secondary Transition Process

The move from primary to secondary school for most pupils is a very easy one but it can be an anxious time for some pupils and their parents/carers. To ease this, we work closely with our class teachers, support staff, pupils and parents/carers to minimise concerns. During the transition process, detailed information is gathered on each pupil and shared with staff in the Academy to ensure effective personal and learning support strategies are in place.

To facilitate individual needs, an extended transition programme is available for pupils with significant additional support needs. Health professionals, Educational Psychologists, Social Work, CSN Pupil Support worker, Community Learning workers, other professionals and voluntary organisations may be involved in ensuring a smooth transition from primary schools to the Academy.

Ellon Academy staff will visit all cluster primary schools to get to know the children, deal with worries and concerns, gather and share information and support pupils during the transition process to the Academy.

The Transition Programme from P7 to S1 for session 2016-2017 is as follows:

Month	Activity	Description/purpose
January 2016	Visits to primary by DHT s and pupils from Ellon Academy. Newsletter issued to P7	'Transition teacher' to meet and chat to P7 pupils about Ellon Academy, DHT SFL to meet with Class teacher to discuss individual and specific needs of each pupil.
January 2016	Parent /Carer tours of Ellon Academy Admission/ transport forms	Parents and carers invited to a presentation by the Rector and an informal tour of Ellon Academy during the working day to observe pupils while they learn. Forms to be returned via primary schools to Ellon Academy by February 2016.
March 2016	Transition meetings for pupils with Additional support needs begin. Newsletter issued to P7	Plans put in place to support pupils after discussion & agreement with pupils, parents and professionals involved
March 2016	P7 Pupils' Open Evening	An opportunity for P7 pupils to come into the Academy and have a walk through tour with Senior pupils
April/May 2016	PTs Guidance visit primary schools	Principal Teachers of Guidance visit primary schools to give out Ellon Academy Learning Passports. Support for Learners staff meet with pupils; additional visits are arranged as per agreement at a Transition Meeting
June 2016	Pupils visit days to Ellon Academy	Primary 7 visit days to Ellon Academy where pupils follow their S1 timetable for most of the week.
June 2016	Parents' Meeting Evening. Newsletter to P7	P7 Parents' Meeting at Ellon Academy in the evening P7 Disco (to be confirmed)
August 2016	New S1 start	Pupils arrive at Ellon Academy to begin S1
August 2016	Ellon Academy organisers issued to new P7. Confidential Pupil File entries checked and updated	New P7 issued with their Ellon Academy organisers Information gathered from primary schools is updated and available, in confidence, electronically to teaching staff to ensure pupils are supported appropriately
September 2016	Continued S1 Induction Programme	Team building and curriculum skills to highlight essential learning skills
October 2016	Review meetings Newsletter to P7	Review meetings, where agreed, for pupils with additional support needs.
November 2016	S1 Guidance Interviews	Each S1 Pupil has an individual meeting with their Guidance Teacher to discuss transition and progress
	S1 Parent consultation evening	Parent meeting to meet and discuss their child with staff

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.

FLAVOUR OF ANNUAL EVENTS 2015

January

Football Training (all year)
Robert Burns Celebration

February

Gleen Flag Award
KNEXT Workshop
Class 6 – Ski Trip
UNICEF
(Dress as you Please Day)
Class 7 – Transition Event

March

Red Nose Day
Archie in Africa
Daffodil Tea
Bingo Evening
European Cafe



April

Easter Service
Wild about Scotland Visit

May

Kindrogan Residential Trip
Visit to Edinburgh Zoo
Generation Science
Fraserburgh Museum
Cricket
Active Literacy Workshop

June

Sports Village
Sports Day
Alec Caravan
P7 Visit to Ellon Academy
Sustainability Week
Parents Interviews
Beetle Drive
Football Tournament

July

Afternoon of Entertainment
Summer Service
Mystery Tour
Summer Holidays

August

School Photographs
New Primary 1's start

September

Pupil Working Groups Setup
Community Café
Techfest
Formartine Beginning to Blossom
Castle Visits

October

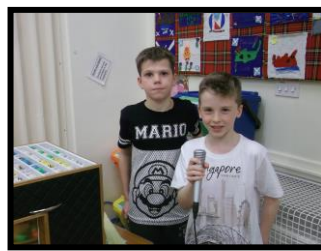
Parent Interviews
Harvest Service
Halloween Party
Haddo Drama Workshop

November

Bags-2-School
Children in Need Fun Day
Bingo Evening
Christmas Fayre

December

Christmas Lunch
Christmas Play
Christmas Party
Christmas Service
Trip to Pantomime



Tipperty School Prospectus 2016



Tipperty School
Logie Road
Tipperty
Ellon
Aberdeenshire
AB41 8LT
Tel: 01358 720344
Fax: 01358 723905
Email: tipperty.sch@aberdeenshire.gov.uk