An abstract, expressive drawing in black ink and vibrant colors (blue, yellow, orange, red). The central figure is a person seen from behind, with their arms raised in a gesture of triumph or joy. The background is filled with dense, chaotic scribbles and broad, energetic brushstrokes, creating a sense of movement and intensity. The overall style is reminiscent of modern abstract art.

Meldrum Academy

Prospectus 2015

Justine Matthew S5

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1. WELCOME TO MELDRUM ACADEMY

Meldrum Academy is an inspiring place to be; a place where young people are encouraged and equipped with the skills, abilities and attitudes to face the challenges ahead. Our pupils benefit from high quality teaching, an excellent level of accommodation, first-class resources and a wide range of opportunities within the classroom and beyond. Meldrum Academy aims to combine the finest traditions of a solid Scottish education with the very best of the new practice in teaching and learning.

Beyond the classroom, we encourage all our pupils to become involved in the life of the school and wider community. There is an array of extra-curricular activities on offer in music, drama, debating, sport, and a multitude of clubs that foster and rely on the enthusiasm of our young people. Our school also offers a wide range of expeditions, excursions and events that support learning of the very best kind. For example, our Duke of Edinburgh Award programme involves young people in expeditions across Scotland and to The Gambia. Staff, pupils and parents - all - are committed to the development of our learners as people; especially as people who recognise the importance of making a difference to their lives and the lives of others.

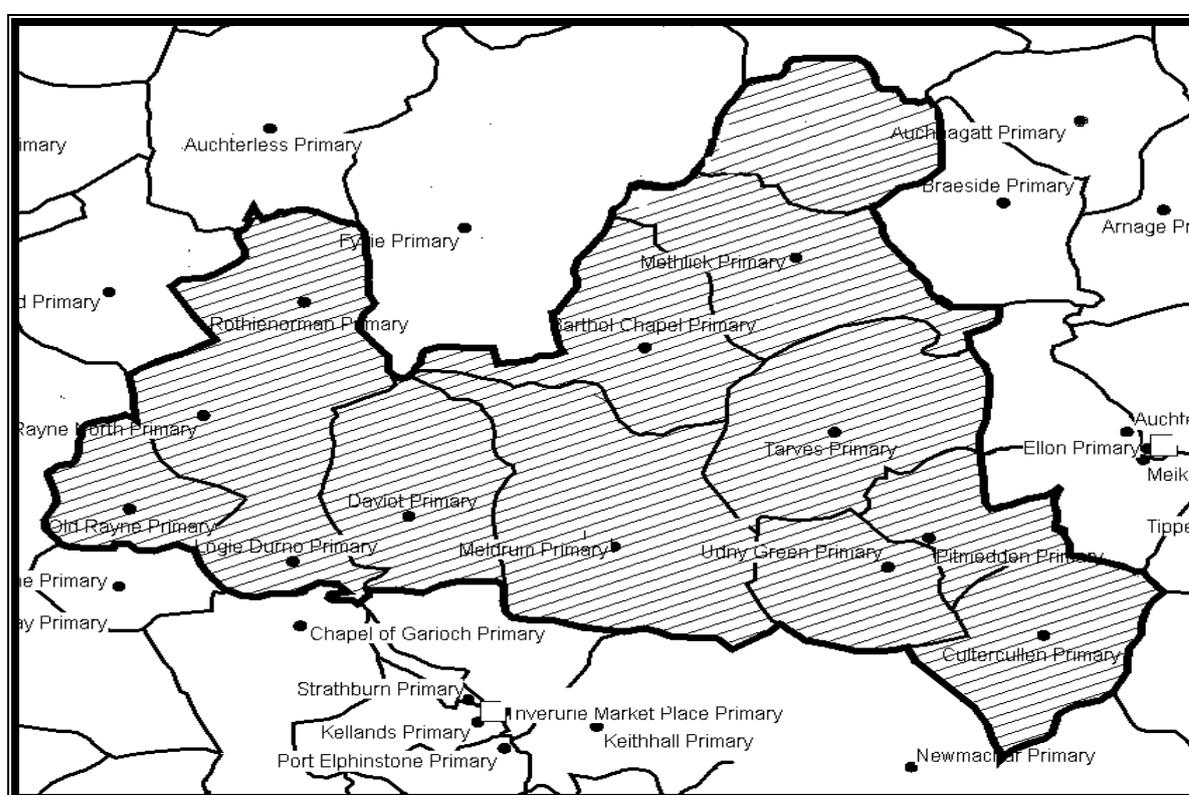
At Meldrum Academy, there is no such thing as a 'typical' pupil. We work together - staff, pupils, parents and partner agencies - to meet the needs of the individual, so that every pupil can develop his or her personal skills and talents. We recognise that life at school is not always free of difficulties, that each young person will encounter challenges within their school career. However, with an excellent level of pastoral care and pupil support, we work to instil the resilience that will allow each of our pupils to emerge from our school confident, with a strong sense of responsibility, and ready for the wider world

Andrew Travis
Head Teacher

2. ABOUT THE SCHOOL

Meldrum Academy is a six-year comprehensive Community School built to cater for the educational needs of Oldmeldrum and the surrounding community. The school is situated just outside Oldmeldrum, at the west end of the town. It boasts a marvellous panorama looking on to the local landmark of Bennachie.

Meldrum Academy's roll in 2014 is 964 pupils. Pupils attend the academy from one of our twelve associated primary schools of Barthol Chapel, Cultercullen, Daviot, Logie Durno, Meldrum, Methlick, Old Rayne, Pitmedden, Rayne North, Rothienorman, Tarves, Udney Green.



The facilities on offer at the academy are of the finest quality. For example, the school is equipped with an impressive games hall, gymnasium and a fully equipped multi fitness centre. Outside there are two full sized football pitches and a rugby pitch circumferenced by a 400-metre running track. There is also a floodlit astro turf pitch available for school and community use. Within the academy there is a large multi purpose assembly hall fully equipped with stage lights and sound for theatre performances and music concerts as well as regular assemblies. All teaching facilities are 'state of the art' and the school is completely networked with up to date information and communication technology across all classrooms.

Meldrum Academy is open to pupils and the community from 8.00am to 10.00pm Monday to Friday. As a Community School there are a wide range of educational and vocational opportunities for learners across all groups in the community. There are also close links between the school and other agencies such as the Library Service, Community Learning & Development, Health, Recreation, Social Work and the Police. The campus houses the local community library, police office, the Community Learning & Development team and the Children's Services Network team. There is provision for a nurse to work with young people in the school.

3. GENERAL INFORMATION

Address: Meldrum Academy, Colpy Road, Oldmeldrum, AB51 ONT

Telephone: 01651 871300

Fax: 01651 871313

Email address: meldrum.aca@aberdeenshire.gov.uk

Web: www.meldrumacademy.co.uk

Blog: www.meldrumacademy.org.uk

Community Learning & Development - Tel: 01651-871323

Children's Services Network Team - Tel: 01651-871314

Library - Tel: 01651-871307

STAFF LIST *(Key Contacts)*

SENIOR MANAGEMENT TEAM		
	Andy Travis	Head Teacher
	Olwen Fraser	Depute Head Teachers
	Mark Hearn	
	Liz Prosser	
	Sandy Smith	
	Susan McGill	CSN Support Services Co-Ordinator
PRINCIPAL TEACHERS		
	Melanie Wilson	ASN Faculty
	Mary Benton	BEIT Faculty
	Irene Flint	Design Faculty
	John Gerard	English Faculty
	Anne Watson	Health Faculty
	Alan Reid	Maths Faculty
	Fran Patrick	Modern Languages Faculty
	Vivienne Blevins (Telford)	Pastoral Care
	Alison Fitzgerald (Slessor)	
	Karen Macleod (Glennie)	
	Andy Carder (Bruce)	
	Robyn Walker (Wallace)	
	Sheila Robertson	
	Lindsey Martin / Sue Edwards	Science Faculty
	Lynn Cooper	Social Subjects Faculty
SUPPORT STAFF		
ADMINISTRATION	Sally Blair	Admin Assistant
TECHNICIAN	Elaine Webster Moyra Singer	Whole School Technician Science Technician
FIRST AID/SCHOOL NURSE	Debbie Smith	School Nurse
	Ethmay Dunbar	School Nursing Assistants
	Linda Williamson	
LIBRARY	Morna Ingram	Librarian
COMMUNITY LEARNING & DEVELOPMENT	Neil Ironside	Senior CL&D Worker
	Beth Heberton	CL&D Worker
CHILDRENS SERVICES NETWORK TEAM	Zoe Stephen	Pupil Support Worker
ROBERTSONS FM	Kevin Napier	Janitors
	Terry Will	

4. SCHOOL AIMS

Meldrum Academy together with its associated primaries and other partners, aims to meet the full range of needs that individual learners may have. This includes their social, emotional and health needs, in addition to learning needs. In order to achieve this, our 'community school' approach to learning integrates both teaching staff and resources together with a wider team of health, social work, community learning, administrative and technical support staff.

The aims of Meldrum Academy are:

1. To provide a welcoming, safe, structured and caring environment within which all members of the school community are valued and supported.
2. To ensure that all members of the school community experience a calm, positive and orderly environment that promotes good behaviour, self-discipline, respect for self and others and for property.
3. To encourage all learners to realise their potential in both the formal and wider curriculum through the promotion and recognition of both individual and collective effort.
4. To prepare learners for responsible citizenship by promoting the development of values, beliefs and attitudes compatible with living in a democratic, inclusive and multicultural world.
5. To provide and promote opportunities for all members of the school community to develop positive and healthy lifestyles.
6. To ensure a broad, balanced and flexible curriculum that provides learners with appropriate learning opportunities and experiences.
7. To effectively manage the school's resources for the benefit of the school and its community.
8. To provide learning and teaching experiences, which enable learners to enjoy their education and foster positive attitudes towards learning.
9. To provide support for the full range of each learner's needs through the integrated community school approach to learning.

5. SCHOOL DAY

School day in 2015-16 and beyond

As you know we are in the process of restructuring the school day. We have moved from 30 periods (+ registration time) to 32 periods (+ tutor time) and we have altered the timing of the school day. This process will be completed in August 2015 with new start and finish times and new bus contracts to suit our school day.

From August 2015

Monday and Tuesday. 0850 start, 50 minute lunch, 1550 close

Period	Time
Period 1	0850-0940
Period 2	0940-1030
Period 3	1030-1120
Interval	1120-1140
Period 4	1140-1230
Period 5	1230-1320
Lunch	1320-1410
Period 6	1410-1500
Period 7	1500-1550

Wednesday, Thursday & Friday. 0853 start, 50 minute lunch, 1520 close

Period	Time
Tutor Time	0853:0910
Period 1	0910-1000
Period 2	1000-1050
Interval	1050-1110
Period 3	1110-1200
Period 4	1200-1250
Lunch	1250-1340
Period 5	1340-1430
Period 6	1430-1520

6. CURRICULUM

THE CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the new name for the education system in Scotland, covering nurseries, schools, colleges and community learning. It covers the whole 'learning journey' from 3 to 18. Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to

18 year olds. It aims to help prepare children and young people with the knowledge and skills they need to be successful in a fast changing world.

The Four Capacities

You are probably already aware that the new curriculum aims to support the development of 'Four Capacities' in pupils as they move through their education. Developing these capacities will help prepare young people to become well informed and responsible members of society.

The capacities and what they mean are explained on the next page.

successful learners

with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasonable evaluations
- link and apply different kinds of learning in new situations

confident individuals

with:

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and able to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity

To enable your child to become...

responsible citizens

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

effective contributors

with:

- an enterprising attitude
- resilience
- self-reliance

and able to:

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

What is the Curriculum?

Curriculum for Excellence takes a much broader view of the curriculum than previously and includes four main elements.

Curriculum areas and subjects	These are the ways in which learning is organised and delivered in classes e.g. Maths, English, Science and Performing Arts.
Interdisciplinary Learning	There is much more 'joined up' learning between and across subjects in the new curriculum. This helps make learning more relevant and realistic.
Ethos and life of the school	Within the school a positive ethos and atmosphere supports learning in its widest sense and supports the development of the four capacities.
Opportunities for personal achievement	Both within the classroom and beyond we aim to provide opportunities which encourage challenge, satisfaction, motivation and resilience.

The Curriculum Areas and Subjects

These form the main part of pupil timetables. There are eight curriculum areas in the secondary curriculum. Each contains a range of subjects. Pupils will have studied across these curriculum areas at primary school.

The 8 Curriculum Areas	
Expressive Arts	Languages and Literacy
Sciences	Mathematics and Numeracy
Social Studies	Health and Wellbeing
Technologies	Religious and Moral Education

- Each of the eight curriculum areas includes a number of 'Experiences and Outcomes' around which teachers plan their work with classes.
- Within the new curriculum all teachers will focus on Literacy, Numeracy and Health and Wellbeing. These 3 areas develop skills that underpin and support success in all other areas of learning.

The Secondary Curriculum Structure

The secondary curriculum is divided into two main stages as shown below.

S1-S3	Broad <i>General</i> Education	<ul style="list-style-type: none">• All pupils follow a common course which includes study across all eight curriculum areas.• This builds on learning from primary school.• Pupils will have increasing opportunities to achieve and study in depth as they progress through their <i>Broad General</i> Education.• In third year pupils will have the opportunity for some personalisation and choice in their curriculum. Towards the end of S2 they will choose courses from each curriculum area for study in S3. This choice will be carefully structured to keep options open in the senior phase.
S4 - S6	Senior Phase	<ul style="list-style-type: none">• In the Senior Phase pupils will choose courses for qualifications. These will include the new SQA National 3, 4 and 5 courses as well as Higher and Advanced Higher.• Towards the end of S3, S4 and S5 pupils will choose the SQA national exams that they wish to follow when they move into S4, S5 and S6.• They will be supported in their choices by their Pastoral Care teachers and advice from subject teachers.

Broad General Education (S1-S3)

Learning will take place across all eight curriculum areas from S1-S3. In S1 and S2 all pupils will follow a common course. In S3 there will be the opportunity for some personalisation when pupils make a choice to specialise within the curricular areas. This choice will be made around March in S2.

S1	Languages & Literacy	Mathematics & Numeracy	Expressive Arts	RMPS & Social Studies
	English Modern Language	Maths	Art & Design Drama Music	Social Subjects
S1	Technologies	Science	Health and Well Being (HWB)	Inter Disciplinary Course
	Business Education & ICT Design & Tech	Science	PE PSE	Capacity Building Course

S2	Languages & Literacy	Mathematics & Numeracy	Expressive Arts	RMPS & Social Studies
	English Modern Language	Maths	Art & Design Drama Music	Social Subjects
S2	Technologies	Science	Health and Well Being (HWB)	Inter Disciplinary Course
	Business Education & ICT Design & Tech	Science	PE HE PSE	Capacity Building Course

S3	Languages & Literacy	Mathematics & Numeracy	Expressive Arts	Social Studies
	English Modern Language	Maths	Choice	Choice
S3	Technologies	Science	Additional Choice	Core/HWB
	Choice	Choice	Choice	RMPS PE/PSE

Senior Phase (S4-S6)

Pupils study the courses in which they want to gain National Qualifications in the Senior Phase.

In S4 most pupils will follow six SQA courses. All pupils will study English and Maths and most will choose any four other courses. There is also a core of PE, RMPS and PSE.

In S5 and S6 pupils could follow up to five SQA courses. In S5 & S6 there is a core of PSE and PE.

The Assessment System

Assessment in the Broad General Education continues to use the Curriculum for Excellence Level system used in primary school.

- Assessment in the Senior Phase may use a variety of qualifications but mainly the new SQA Exam certificates.

Stage	Assessed by
S1-S3 Broad General Education	Mainly by Curriculum for Excellence Levels 3 and 4 Teachers will use a variety of assessment techniques to determine pupil progress
S4-S6 Senior Phase	Mainly by SQA Exams at National 3, 4, 5, Higher and Advanced Higher Other qualifications may include Skills for Work, NC & HNC, Open University and Vocational opportunities.

At the end of the Broad General Education parents and pupils will receive a Pupil Report outlining progress and achievement in each of the curriculum areas, this will be written by your child's subject teachers and his or her Pastoral Care teacher and a Pupil Profile which is a summary of the key achievements that the pupil has made during his or her Broad General Education. This will be written by the pupil with the support and guidance of teachers.

As currently, teachers will report each child's progress to parents. Reports will include strengths, areas for improvement and next learning steps. The current Reporting Calendar is available through the school website.

SOME FACTS ABOUT THE NEW SQA EXAMS

- Many parents and carers will be familiar with the old SQA exam system that was replaced from 2013-14.
- The table below shows the old and new exams and how they compare.

New Exams		Old Exams
National 3	=	Standard Grade Foundation or Access 3
National 4	=	Standard Grade General or Intermediate 1
National 5	=	Standard Grade Credit or Intermediate 2
Higher	=	Higher
Advanced Higher	=	Advanced Higher

Partnerships

A very wide range of partner organisations broaden young peoples' experiences. The school works very effectively with our schools in the Meldrum Cluster to ensure a sound transition from primary to secondary education. The school has worked with the Grampian Council for racial Equality to develop an understanding of 'Diversity' across the school community and the school is working towards the Rights Respecting Schools Awards. The school has gained three ECO Green Flag awards. There are

strong links with local organisations and groups such as our local Rotary Club that enrich learning. A range of local, national and international companies support learning by providing opportunities for work placements, visits, competitions, workshops and mentoring. Senior students benefit from links with universities and colleges for example, students in S4-S6 attend courses at both the Aberdeen and Fraserburgh campuses of the North East College.

Our pupils benefit from a strong partnership with Skills Development Scotland (SDS) who provide school pupils with career guidance designed to prepare them for their life after school and in the world of work. More details can be found in appendix 7.

7. SEX EDUCATION

Sex education is an important aspect of every child's personal and social development. It is an important part of preparation for adult life. The main purpose of sex education is to help young people make informed, responsible and healthy choices about their lives, their relationships and their contribution to society. The Scottish Executive has stated that 'sex education is part of the agreed curricular framework for Scottish schools and is part of each pupil's educational entitlement.'

Within the school, sex education will form part of the curriculum in personal and social education lessons in particular. Contributions to the wider aspects of sex education may also come from the curriculum in subjects such as science, religious and moral education, home economics, physical education and social subjects. The school nurse and other health professionals may also contribute to a programme of sex education within the school.

We will keep you informed about the general content of our sex education programme through the course information booklets distributed at various stages in your son or daughter's school career and through information that will be available at certain parents' evenings. Information leaflets or letters about specific aspects of the sex education curriculum will be distributed when necessary.

Should you have any questions about this important aspect of your child's education then please contact the relevant PT of Pastoral Care.

8. PRIMARY/SECONDARY LINKS

Children coming to the academy bring seven years of school based learning with them. In their first year at Meldrum Academy we build upon this prior experience. The academy and its associated primaries have a close relationship through the School's Cluster Group and there is joint development in a number of curriculum areas. The Academy and Associated Primaries are working closely to promote the four capacities of the Curriculum for Excellence (CfE). We aim to build on this good practice to ensure that all children experience continuity and progression through the entire curriculum. In particular we are working together on literacy, numeracy and health and well-being. There is joint sharing of good practice between teachers of both sectors to help ensure all our pupils are successful learners, responsible citizens, effective contributors and confident individuals.

To help ensure we achieve these aims we gather all the appropriate information about the individual strengths and development needs of all prospective pupils. During third term, members of the Pastoral Care and Senior Management Teams visit all of our associated primary schools to gain as much information as possible about each child coming to Meldrum Academy. A detailed picture of each child is built up and this helps to ensure that when classes are formed and children arrive in S1 we are in a position to meet their needs.

In June of every year there is also a three-day induction programme for all pupils coming to Meldrum Academy. Pupils have an opportunity to tour the school, meet teachers, take part in lessons and become involved in team building and social events with their peers. On the evening of the second of these Induction Days there is also an information evening for prospective parents where they can ask questions and meet senior staff and members of the support for learners and Pastoral Care teams and be updated with relevant information. An information evening takes place in January of P7 at the Academy to explain to parents how the transition process is structured. A tour of the school also takes place on this evening.

Parents of pupils joining S1 will receive information about S1 admissions. This information is circulated to primary schools in the Meldrum Academy catchment area and then issued to parents. Parents of children joining the school in classes other than S1, or in the middle of a school session, should contact the school who will arrange for an admission pack to be posted out

and an arrangement will also be made for the parents and child to visit the school.

9. PUPIL PLANNERS, HOMEWORK AND REVISION

Our Pupil Planners state that: *'one hour of homework or revision completed every night between first and fourth year is the equivalent to one extra year at school'*. What an advantage!

All pupils when they start at Meldrum Academy are issued with a dated Homework and Revision Planner. It is expected that this planner be carried to school every day and used to record homework and revision. The more organised a pupil the better the quality of homework and revision produced. The Planner is an essential tool to assist in this organisation.

Homework and revision tasks are set throughout the year by subject teachers and will vary in style and length. There may be times when pupils do not have specific homework tasks to complete for the next day. However, there will always be revision to be completed. For example, to be successful in Modern Languages requires revision of vocabulary learned through the day. There is mathematical formula to be read over until understood. There are notes in Science and Social Subjects to be gone over and tidied up. The list is endless...

The recommendation is that, during a school week, **each first year pupil sets aside the equivalent of three hours per week for homework and revision. Second year pupils should set aside the equivalent of five hours per week; pupils in third and fourth year should aim to complete up to eight hours per week, while pupils in S5/6 should spend up to ten hours per week depending upon programmes selected.** It is important to note this figure includes revision (regular) as well as set homework tasks. As well as improving the quality of learning, good study habits will be developed which are advantageous when working towards National Qualification courses in S3-S6. The Homework Policy has been recently revised to ensure that parents are informed in good time if pupils fail to complete homework to the required standard.

If parents or carers would like advice or assistance on how to help their children improve their homework and revision skills, please contact the appropriate Principal Teacher of Pastoral Care who would be able to give advice and perhaps offer training and support if appropriate. Parents are also given an opportunity to attend an evening devoted to study skills in the

autumn term each year. The school to help support parents also runs on an annual basis a 'Parents Study Skills' session. This training session lasting approximately two hours focuses upon the 'do's and don'ts' of study and explains to parents how they can support their daughter/son to revise. Details of the course are published annually to parents in the school calendar.

In order to work in partnership with us to support pupils using their planning effectively we would ask that parents check and sign their child's Planner each week. This signature is of particular importance in S1-S3 in the establishment of good study habits. We hope that in S4-S6 pupils will take responsibility for their own learning and planner use although parent overview remains desirable. There is a space provided for this on each page. We will also monitor Pupil Planners regularly in school.

10. WELFARE AND PASTORAL CARE

As they enrol into Meldrum Academy each child will be placed under the direct care of a PT (Pastoral Care). This teacher will carefully monitor the progress and welfare of each pupil as he/she moves through the school. The PT (Pastoral Care) will work closely with pupils and their families to help them settle into school and cope with all of the demands of school life. Siblings are always placed in the same House group to enhance the knowledge and forging of relationships with families.

PT's (Pastoral Care) also work closely with Tutors to record attendance, receive absence notes, check punctuality and behaviour and assist with the issue of relevant reports and letters.

Each child will have an individual interview with her/his PT (Pastoral Care) at least once a year to assist in monitoring her/his progress. If you have any concerns regarding your child then PT (Pastoral Care) will be your first point of contact.

As our pupils complete second year and move into third year the Careers Service will begin to work with pupils and arrange interviews with them to assist in career planning. Careers Advisors also attend Parents' Evenings from second year to contribute to advice given on subject choice. A similar process takes place as pupils go from fourth year to fifth year.

11. ADDITIONAL SUPPORT NEEDS ('ASN Connections')

Meldrum Academy has been designed to cater for the individual needs of all of its pupils. There is disabled access throughout the school, including a lift. All teaching areas have facilities for disabled children and there is a specially designed Additional Support Needs 'Connections' Suite located in the centre of the Academy. This is staffed and resourced to assist identified pupil needs by supplementing the support normally given in each subject and to deliver concentrated support on a 'one to one' or 'small group' basis where deemed appropriate.

The ASN Connections Suite includes Severe and Complex needs provision, Autism provision, Social, Emotional and Behavioural needs provision as well as Alternative Curriculum provision and Support for Learning. All of these facilities are managed as one integrated faculty led by a Principal Teacher of Additional Support Needs.

An 'Additional Support for Learning Act' was introduced in November 2005. A short summary of the definition of 'additional support needs' is attached as Appendix 2 to this Prospectus.

12. CHILD PROTECTION

"Everyone has a responsibility to protect children from harm".

School staff are in a unique position to contribute to the protection of children and must share concerns with appropriate colleagues and agencies.

Every school has a Designated Officer who has been specially trained to listen to concerns and act on them as necessary. (Mark Hearn, Depute Head Teacher Welfare & Pastoral Care, is our named officer).

Unless satisfied that a child has not been harmed or is not at risk of being harmed, the school must relay their concerns immediately to the social work service and/or the police. Social Work and the Police will determine when and how the child's parents/ carers and other services are to be informed of the concerns.

Local Social Work offices:

Address: 93 High Street, Inverurie, Aberdeenshire, AB51 3AB

Telephone: 01467-625555

and

Address: 25 Station Road, Meldrum, Aberdeenshire, AB41 9AA

Telephone: 01358 720033

13. SCHOOL ATTENDANCE AND ABSENCE

Research indicates that attendance at school and achievement in examinations are closely linked in that pupils with poor attendance records fail to do well in national examinations. At Meldrum Academy, we will work closely with parents to encourage full attendance where possible.

We would ask that parents limit holidays taken during term time unless essential. Should you intend to take a holiday during term time please write to the Head Teacher in advance. It should be noted that Scottish Executive guidelines only permit schools to record such absences as 'authorised' under special circumstances. Details of this can be given on request.

Should we have any concerns about a pupil's pattern of attendance or punctuality then the pupil's Pastoral Care teacher will contact parents in writing or by telephone or email if appropriate.

Seemis Messaging is a text messaging or voicemail service which allows us to inform you that your daughter/son is not in school. The purpose of Seemis Text Messaging is to assist with pupil safety by ensuring that both family and school communicate almost immediately where pupils are absent. **Clearly the use of such a system makes it even more important that you let us know in advance or early in the morning about an absence. Doing so will minimise the inconvenience to you. If you know your child will be absent, you should contact the school by telephone explaining why they are absent and how many days the absence is likely to be for. The school office is open from 8.15am for calls.** Full details of the service are available as Appendix 3.

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.

14. PROMOTING POSITIVE BEHAVIOUR

A comfortable, secure and well-ordered school and classroom environment in which everyone feels valued and supported is one of the key indicators of a purposeful and welcoming school. Mutually agreed standards of behaviour are key pillars within such an environment.

Good behaviour in the academy is commended whilst instances of unacceptable behaviour are dealt with in a firm manner. The focus is on promoting positive behaviour and pupils and teachers are encouraged to maintain high standards and promote respect and tolerance at all times.

Meldrum Academy bases its behaviour management policy on five Expectations. All members of the school community are encouraged to work to these Expectations. They are:

1. *Be prepared and be punctual*
2. *Try your best*
3. *Act safely*
4. *Show respect*
5. *Be a good listener*

All pupils are inducted into the meaning and importance of the five Expectations and these are continually reinforced throughout the school session. This happens formally at assemblies, in personal and social education classes and in all subject classes. The Expectations are reinforced informally in the way that all members of the school community are expected to interact with each other.

Meldrum Academy aims to be a welcoming and friendly school where everyone feels safe, secure and happy. The Expectations underpin the way in which we achieve these aims.

Pupils are also reminded of the Expectations by posters displayed in all classrooms and elsewhere around the school.

The vast majority of pupils respect the 5 Expectations by behaving and working well. It is important that such positive behaviour is recognised and to do so the school has established systems to celebrate and reward good or positive behaviour. We believe that this is as important as dealing with unacceptable behaviour.

We all feel good when we are told we have 'done well'. Teachers like to be able to recognise the good behaviour and hard work of pupils and will acknowledge this in various ways e.g. through informal comments made directly to pupils or noted on written work and by writing comments in pupil planners, the annual reports that you receive. This ongoing recognition of good behaviour is at the heart of good teaching. In a more formal manner, we also recognise effort and achievement through the House Assemblies held at the end of each session and the presentation of certificates and prizes at our annual Awards Evening. In addition the school positive behaviour cards which we send home to parents to celebrate positive aspects of behaviour.

Teachers will inform pupils when they have not met the standard expected of them. We always encourage pupils to take the right course and show improvement in behaviour and attitude and so deal with matter at the lowest possible level. However, when serious misbehaviour occurs or poor behaviour is repeated we will ensure that parents are informed so that they can bring their influence to bear. We record this information centrally using electronic software called SEEMIS. At any point in time any member of the teaching staff can review a behaviour report for any pupil and to identify a clear picture of how that pupil has been behaving. Indeed behaviour trends in school are reviewed regularly by SMT and Pastoral Care.

Meldrum Academy works very hard to ensure that the environment for learning in all classes is of the very best and we are pleased to report that good, hard working behaviour is the norm for almost all pupils within the academy. 'Better behaviour means better learning' and all staff supported by our parents/carers work very hard to maintain our high standards.

15. ANTI-BULLYING POLICY

At Meldrum Academy we aim to promote good personal relationships between the community, pupils, parents and staff. Statistics prove that no school can ignore bullying and that all members of the school community should be made aware of the effects and signs of bullying. Within the

academy we continually endeavour to ensure that the school and wider community work together to generate an anti-bullying culture to which everyone subscribes. It is our aim that bullying will not be tolerated in the school.

Any pupil or parent/carer concerned about bullying should contact the appropriate PT of Pastoral Care. The matter will be confidentially discussed with the objective of resolving any concerns.

16. SCHOOL CHAPLAINS

We are very fortunate at Meldrum Academy to have the support of a team of respected School Chaplains. The Chaplains play an important and active role in the life of the school. They manage assemblies once a month and they are available to speak to pupils and staff informally. Chaplains also take part in a number of school-based activities and make a curricular contribution where appropriate. Our Chaplains are keen to work with the school community to help us maintain a positive and caring ethos and we welcome their support.

17. SCHOOL UNIFORM

'Successful schools have a strong identity and are proud of their school uniform.'

Meldrum Academy is a school of which we are all very proud. Our school uniform is the result of extensive consultation involving pupils, parents, staff and the wider community.

A pride in 'wearing the school colours' is one of the cornerstones of identity for a successful school. We hope that all parents and carers will work with us to encourage all of our children to wear a smart uniform with an identifiable crest. We expect all pupils to wear the Meldrum Academy uniform in school and when representing the school across Scotland.

Pupils must show the school colours by wearing one of these items of clothing.

- **A** White/black shirt with Meldrum Academy tie.

Or one of the options on the next page

- **B** School sweatshirt with Meldrum Academy Worn with a

crest
V-necked sweater with a school crest.
Fleece/or zipped jacket with school crest

plain polo shirt
or plain blouse

Or

- **C** White or navy blue polo shirt with Meldrum Academy crest

All pupils must wear black or navy trousers/skirt; black or dark coloured shoes or dark coloured trainers

S1 - S4 sweatshirts, fleeces and sweaters are blue. The ties are striped on a navy background.

S5 - S6 sweatshirts, fleeces and sweaters are black. The ties have a school crest on a black background

The Meldrum Academy Parent Council carried out a tendering exercise to get good quality uniform at affordable prices. Our main school uniform as above can be purchased from *DFS (David's Sports & Leisure), 13 High Street, Inverurie Tel: (01467) 621445*

www.dfssports.co.uk

PE KIT

For indoor activities pupils should wear shorts or tracksuit bottoms, a plain t-shirt* and clean training shoes. For outdoor activities pupils should also bring a change of sweatshirt, extra socks and outdoor trainers. Rain jackets, hats and gloves may be worn when appropriate.

(*Please note football strips and strappy vest tops are not considered appropriate PE kit).

18. SCHOOL MEALS

The catering facilities at Meldrum Academy have been carefully designed by Aberdeenshire Council Catering Services to reflect the most up to date catering practices in a modern and friendly environment. The aim is to offer pupils, staff and visitors a popular range of appetising options.

A 'Swipe Card' payment system is in operation along with an Express style of service to minimise time spent queuing. Details of how this card works including details of how to top-up the card can be found on the

Aberdeenshire Council website follow these live: Education and Learning>School Information>School Meals. Use of the card is also helpful in teaching the pupils to manage their finances linked to a plastic card.

The dining area is stylish and bright. There are also dining units and vending machines that offer snack options in each of the social areas. All of this is designed to encourage pupils to enjoy their lunch and socialise within the area of the cafeteria and in the social areas.

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so. Children who require medically prescribed or modified diets should notify the school during the admission process. Some pupils may be entitled to free school meals. Please see section 5 at the back of the book for further information.

For further details of all school meals issues follow this link

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

19. TRANSPORT

The catchment area for Meldrum Academy is wide and transport arrangements are extensive. There are a large number of coaches, minibuses and taxis contracted to convey pupils to and from school. Some of these connect with other routes. The Passenger Transport Unit (PTU) is responsible for managing this service and is based at Woodhill House. The Council policy on transport is that pupils living on or beyond three miles of the school are entitled to free school transport. Details of this policy can be issued on request.

It is essential that the behaviour of pupils on all transport is exemplary. Misbehaviour could result in a Health & Safety risk to other passengers and would be viewed most seriously. School discipline sanctions will apply on school buses where the safety and well being of any passenger is threatened.

Pupils living locally are encouraged to travel on foot or by bicycle. There are cycle racks which pupils are encouraged to use.

Meldrum Academy has a comprehensive evacuation policy for weather emergencies and details of this will be issued to parents on an annual basis. At designated times during the year the school will practice the

implementation of these arrangements to ensure we are fully prepared in the event of an emergency evacuation.

20. 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.

As a parent we would like you to:

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

If school transport is not running please don't take your child - or other children - to school yourself unless it is safe for you to do so. You will be responsible for ensuring that the children you took to school are transported home again and therefore need to be available in the event that the school has to close early due to deteriorating weather conditions.

In difficult weather conditions pupils should not wait any longer than 15 minutes past the normal pick up time before returning home. In case the transport doesn't arrive please make sure you have made alternative arrangements for your child.

If your child travels by school transport you are responsible for their safety to and from the pick up/drop off point whether they use school transport or a public service vehicle.

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

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

When will schools be closed?

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

To facilitate the Aberdeenshire Policy, all pupils at Meldrum Academy, who travel to school by bus/taxi will complete a Storm Arrangements Form.

What education might my child be missing?

Some parents and pupils worry that important examinations or work is missed because the school is closed or conditions make it difficult to attend. But the safety and welfare of children must take precedence when making judgements about travelling to school in bad weather. Arrangements can be made for lost time to be made up and examinations can be rearranged.

Further Information:

Out with school hours, your local radio station is a good place to find out information on school closures.

- The following radio stations receive updated information every 15 minutes from our website: Northsound 1, Northsound 2, BBC Radio Scotland, Moray Firth Radio, North East Community Radio, Waves Radio, Original 106 FM
- Twitter <http://twitter.com/aberdeenshire>
- Aberdeenshire Council Website www.aberdeenshire.gov.uk/closures

- You also have the option to sign up to receive email alerts when your school(s) updates their closure status:
www.aberdeenshire.gov.uk/alerts/index.asp
- School Information Line: Tel: 0870 054 4999 then 02 28 20 (This is Meldrum Academy's 4 Digit Pin number). If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

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.

21. LUNCH TIME & AFTER SCHOOL ACTIVITIES

Meldrum Academy has a superb range of sporting and recreational facilities taking place at lunchtime and after school. An example of the daily calendar of activities on offer last session is outlined on the next page.

School Aim number five focuses on developing the physical, social, interpersonal and creative skills of all of our pupils and these clubs and societies are very important in assisting us to manage this aim. We encourage all pupils to take part in as many lunchtime activities as possible.

In addition to school managed lunchtime and after school activities, our Community Learning and Development partners aim to establish additional activities. The Community Learning and Development Team in Meldrum is working hard to extend such opportunities and the target is to increase provision throughout the session. As clubs are established, information will be issued to pupils and parents will also be updated on their development via a termly newsletter and through the school Blog and Website.

Our aim is to ensure that Meldrum Academy has a range of lunchtime and after school clubs to match the interest of all of our pupils. Parents and members of the community interested in assisting or even managing activities are very welcome and should contact the school office in the first instance to discuss their interest further.

➤ ACTIVE SCHOOLS PROGRAMME

The Active Schools programme contributes extensively to the extra-curricular programme here at Meldrum Academy. Active Schools is a

national initiative funded by SportScotland in partnership with Aberdeenshire Council. It was set up to encourage young people to participate regularly in sport and physical activity in order to promote healthy lifestyles throughout their school years and into adulthood.



"More People, More Active, More Often"

A wide range of sport and physical activity opportunities are on offer incorporating competitive, non-competitive, team and individual activities.

The activities vary termly and are advertised via pupil bulletins, newsletters, the school website and notice boards.

Examples of the types of activities on offer are:

Basketball	Football	Table Tennis	Grampian Leaders
Badminton	Running	Tennis	Coach Education
Netball	Fitness	Hockey	Community Sports
Cheerleading	Dance	Rugby	Leaders

If you would like more information or would like to assist or even manage activities in relation to the Active Schools programme please contact us to let us know. Full training will be provided.

22. SCHOOL SHOWS, CONCERTS & ART EXHIBITIONS

An annual school pantomime or show is already established as a popular tradition at Meldrum Academy. Over the years we have put on productions of 'Hairspray' and 'Grease'. The Performing Arts Faculty has also put into place an enthusiastic choir, orchestra and ceilidh band. The Faculty has established a strong foundation for the promotion of music and drama and this is now part of the Academy ethos. Our aim is to maintain a tradition of a school show, concerts for the elderly in our community and a number of evenings of musical entertainment for parents and the community.

Opportunities to participate are open to pupils of all abilities. The only requirements are enthusiasm and commitment!

The Design Department's 'Illustrators Club' has also quickly established a tradition of producing and displaying quality work compiled by our young artists. The department host a yearly exhibition of pupil work. School literature including the Planner, Year Book and even the front cover of this Prospectus is decorated with the work of our talented pupils.

Meldrum Academy produces an extensive newsletter at the end of each term that describes the many achievements of pupils and staff.

23. PARENT COUNCIL

Parent Councils have a key role to play in making good schools even better.

- They make important links to families, the local neighbourhood and businesses that help bring life to learning.
- They offer a vital link to hear what young people think and want.
- They can invite parents in to share skills, time, expertise and knowledge.
- They can help with fundraising, organise school events and be on hand at parent events to talk to other parents.

Meldrum Academy has a very active Parent Council. Membership of the Parent Council is open to ALL parents/carers who have a child at Meldrum Academy. There is no selection or election process and we do not have a limit to the number of parents on our Parent Council. There are 6 meetings a year, held in the school on a Wednesday evening from 7:15pm-9pm. The Parent Council has a number of co-opted members including school staff, pupils and members of the community.

The Parent Council can be contacted through the school office or

Chair: Pam Marr (chairparentcouncil@meldrumacademy.sch.uk)

24. CONCERNS, COMPLIMENTS, COMPLAINTS

We value the interest that parents and carer's place on their child's education and welcome co-operation in addressing any issues that there may be about the school and the service it provides.

Please telephone the school (☎ 01651-871300) and ask to speak to your daughter/son's Pastoral Care Teacher. The names and Houses of the Pastoral Care Teachers are as follows

Mr Carder	-	Bruce House
Mrs MacLeod	-	Glennie House
Mrs Fitzgerald	-	Slessor House
Mrs Blevins	-	Telford House
Mrs Walker	-	Wallace House

This is normally the best contact for all enquiries about pupils. Pastoral Care Teachers are aware of other relevant information and can work with all teaching staff in school to address issues.

If you have concerns about your daughter/son that persist despite your initial contact with the Principal Teacher of Pastoral Care, or if there is a school or community issue that is not about an individual pupil you should contact a member of the school's Senior Management Team. The school office can advise you on the most appropriate person to contact.

Appendix 8 explains how to make a comment, give a compliment, raise a concern or make a complaint about the school and the service it provides. It also explains how a complaint will be dealt with.

25. COMMUNITY LEARNING & DEVELOPMENT

In the Meldrum Children's Services Network (CSN) the Community Learning & Development (CLD) staff support and encourage lifelong learning opportunities within the community.

Lifelong learning is for all ages. We aim to encourage people to broaden their knowledge and personal skills, which may enhance quality of life and benefit the community. In response to issues and need as identified by local people, CLD staff support a tailor-made rolling programme of activities, classes and groups.

Often the team of CLD staff will work in partnership with other agencies and/or staff within the CSN e.g. librarians, school nurse, police, health visitors. This partnership working enables the Academy to truly be a 'Community School', but the key partner is you, the Community. If you wish a

copy of our programme or to speak to staff, please call 01651 871323 or email meldrum.cec@aberdeenshire.gov.uk or visit www.meldrumacademy.co.uk/Community.

26. MELDRUM LIBRARY

Meldrum Library is based within the Community building along with the academy, Community, Learning & Development and police. It provides services and resources to both the pupils and staff of the school and the wider community.

Pupils are given a regular time to use the library as part of the English curriculum but there are many opportunities to use the resources to support the work of their other subjects.

At lunchtimes pupils can use the library for homework club, reading group, craft club, chess club or a quiet place to read or study. Some clubs only run at certain times of the year so check with the library staff.

Information and communication are the main functions of the library. Here pupils and members of the community can share resources, work together on particular projects, find out about careers, use the internet and keep up to date with what's happening in the school and in the community.

Transferring Educational Data About Pupils

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government 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 Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

Data Policy

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

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of

individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply 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 we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure 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 colleagues within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@scotland.gsi.gov.uk** or write to The ScotXed Support Office, Area 1B, 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.

Want more information?

Further details about ScotXed are available on the ScotXed website, **www.scotxed.net**, which contains a section on 'frequently asked questions' at **<https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>**.

Information about the 2009 Additional Support for Learning Act

Legal information

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

What does this mean for pupils and parents?

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

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this

information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.

- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

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 pastoral care 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 - the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offer independent, confidential advice and information on additional support for learning through:

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

SEEMIS TEXT MESSAGING : ABSENCE PROCEDURES

As part of an Aberdeenshire scheme designed to monitor absence, we have a facility in school, which allows us to contact you quickly and efficiently. The system is called Seemis Text Messaging.

Seemis Text Messaging gives us the ability to send text messages to your mobile phone. We primarily use the system to advise/acknowledge that your child is absent from school. **Clearly the use of such a system makes it even more important that you let us know in advance or early in the morning about an absence. Doing so will minimise the inconvenience to you. If you know your child will be absent, you should contact the school by telephone explaining why they are absent and how many days the absence is likely to be for. The school office is open from 8.15am for calls.**

We may also use the system to advise you of the following:

- Emergency notifications
- Test and exam date reminders
- Changes to meetings and after school events
- Parents evenings
- General information about what is going on at the school.

TEXT MESSAGES - All text messages sent from school will have 'SEEMIS' displayed at the top of the message and then our school name. We will be able to see from the school system when the message has arrived in your phone and so we will know you have received it (**you cannot reply via text to these messages**). If we are asking for information, please provide that information in the normal way (i.e. by telephone or by letter to the school).

To summarise;

- If you know your child is going to be absent from school please let us know in advance. (The school office is open from 8.15am)
- Should your child be absent and we have not been informed you will receive a text message to your mobile.

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

EDUCATIONAL PSYCHOLOGY SERVICE

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

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

What do Educational Psychologists do?

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

1. **Consultation** involves working collaboratively with the people most closely involved with a particular issue. The aim is to explore the issue(s) and to collectively generate workable solutions;
2. **Assessment** may involve direct or indirect work with the child/young person. Direct assessment tools include observation, analysis of work, questionnaires, curriculum based assessment, dynamic assessment, checklists and scales. Indirect assessment is based on an analysis of information gathered in consultation with those most directly involved with the individual or issue (e.g. parents, school staff, other professionals);
3. The purpose of an assessment is to inform future **intervention**. An intervention is a strategy designed to overcome barriers to learning. A group, class or whole-school intervention may stem from work originating at an individual level. Planning interventions is an important part of consultation. In some cases the psychologist may be involved in the implementation of an intervention;
4. Psychologists provide **training** for children and young people, parents, teaching staff and other professionals on a variety of topics. They also identify training needs within the education authority, provide advice on

training content and delivery, and evaluate training programmes. Training can take the form of workshops, presentations and ongoing professional development dialogue;

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

How do Educational Psychologists become involved?

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

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

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

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

Appendix 1-9
are available on-line at the Meldrum Academy website

www.meldrumacademy.aberdeenshire.sch.uk