



From mountain to sea

Meldrum Academy

Handbook

2017/18



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Introduction 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. 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

School Contact Details

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

Web: <http://meldrumacademy.aberdeenshire.sch.uk/>

Blog: www.meldrumacademy.org.uk

Parent Council parentcouncilmeldrum@gmail.com

Community Learning & Development Tel: 01651-871323

Children's Services Network Team Tel: 01651-871314

Library Tel: 01651-871307

Adverse weather and emergency closure

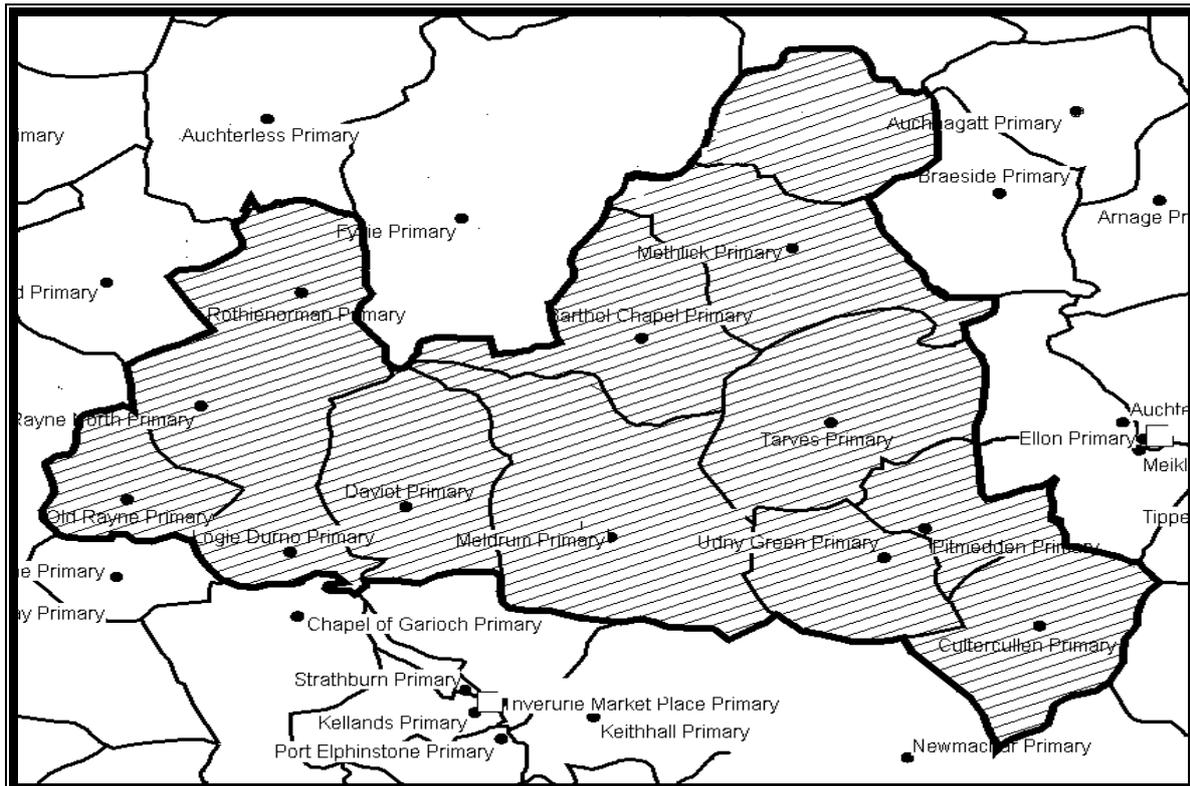
<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

Information Line 0370 054 4999 then 02 28 20 (This is Meldrum Academy's 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

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 2016 is 954 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, Udny 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 ICT 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.

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

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

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

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

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STAFF LIST (*Key Contacts*)

SENIOR MANAGEMENT TEAM		
	Andrew Travis	Head Teacher
	Olwen Fraser	Depute Head Teachers
	Ian Jackson	
	Craig Sim	
	Sandy Smith	
	Kenny Gunnyeon	CSN Support Services Co-Ordinator
PRINCIPAL TEACHERS		
	Lindsay Threadgold	ASL Faculty
	Mary Benton	BEIT Faculty
	Liam Moffat	Design Faculty
	John Gerard	English Faculty
	Anne Watson	Health Faculty
	Alan Reid	Maths Faculty
	Liegha Laing	Modern Languages Faculty
	Vivienne Blevins (Telford)	Pastoral Care
	Alison Fitzgerald (Slessor)	
	Karen Macleod (Glennie)	
	Andy Carder (Bruce)	
	Robyn Walker (Wallace)	
	Linda Moggach	
	Lindsey Martin	Science Faculty
	Emily Catton	Social Subjects Faculty
SUPPORT STAFF		
ADMINISTRATION	Sally Blair	Admin Support Officer
TECHNICIAN	Elaine Webster Moyra Singer	Whole School Technician Science Technician
FIRST AID/ SCHOOL NURSE	Leonora Walker	School Nurse
	Ethmay Dunbar	School Nursing Assistants
	Linda Williamson	
LIBRARY	Kirsty Dickson	Network Librarian
COMMUNITY LEARNING & DEVELOPMENT	Neil Ironside	Senior CL&D Worker
	Tracey Christie	CL&D Worker
CHILDRENS SERVICES NETWORK TEAM	Finola Mackey	Pupil Support Worker
ROBERTSONS FM	Kevin Napier	Janitors
	Terry Will	

WORKING TOGETHER FOR SUCCESS

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.
-

Curriculum

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

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

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap.

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

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

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

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.
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The Secondary Curriculum Structure

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

S1-S3	Broad General 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 Broad General 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 (1) Choice (2)	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.

4 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.

5 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.

In Meldrum Academy the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to <http://www.aberdeenshire.gov.uk/schools/parents-carers/involvement/information-to-support-learning/language-learning-in-scotland-a-1plus2-approach/>

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of

need for Gaelic Medium Primary Education (GMPE). For more information, please go to:

<http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

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

6 Lunchtime and 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.

We focus 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 based in local communities.

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.

➤ **ACTIVE SCHOOLS PROGRAMME**

1. 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.
- 2.



- 3.
- 4.

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

SCHOOL SHOWS, CONCERTS & ART EXHIBITIONS

Our school concerts and shows are extremely popular. In addition to Winter and Summer musical extravaganzas 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 shows, 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 hosts a Summer Exhibition displaying quality work produced by our young artists, graphic designers and makers. Meldrum Academy produces an extensive newsletter at the end of each term that describes the many achievements of pupils and staff.

7 Further Information

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Pre school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

<https://education.gov.scot/nationalqualifications/>



Assessment and Reporting

Pupils move through the curriculum at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through all the experiences and outcomes.

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

‘**SAY**’ where a pupil may have presented to the class or teacher.

‘**WRITE**’ where a pupil may have some written evidence e.g. end of unit/topic.

‘**MAKE**’ where a pupil may have created a model or poster.

‘**DO**’ where pupils may act out a scenario or conduct a class vote.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self & peer assessment as well as tests.

From August 2017, new national standardised assessments are being introduced as part of the National Improvement Framework, where every child in P1, P4, P7 and S3 will undertake assessments covering aspects of reading, writing and working with numbers over the course of the school year.

Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. To help teachers judge how well children are doing and plan next steps in their learning. For more information please go to:

<http://www.gov.scot/Resource/0051/00510590.pdf>

Throughout this time, parents will receive regular updates through **TRACKING Reports** along with an **ANNUAL Report** and the opportunity to **meet informally and formally with** teachers and support staff (see school calendar on the website)

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning.

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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

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

Transitions (Moving On)

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. 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.

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. 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.

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.

Visit Parentzone for more information about transitions:

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

Placing requests & School Zones

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

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

If you live Out of Zone, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. Please follow the link for more info:

<http://aberdeenshire.gov.uk/media/14818/out-of-zone-placing-request-policy-final-updated.pdf>

<http://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug16.pdf>

8 Skills Development Scotland

The Careers advisor for *Meldrum Academy is Alison Reid*

The aim of the service is to help pupil's career plans and move smoothly from school to employment, training or further/higher education.

All pupils have access to the Careers Advisor though most time is spent with S4/5/6. Pupils may meet with the Careers Advisor during class, in a group setting or for a one-to-one interview. The Careers Advisor may also be available for parents to seek advice during some of our events*

For more information about Skills Development Scotland go to:

<https://www.skillsdevelopmentscotland.co.uk/>

9 Skills for Learning, Life and Work / Developing Young Workforce

As part of the curriculum, pupils will work towards developing the key employability skills, those being **communication, teamwork, problem-solving, computer literacy and customer service**.

All pupils will have an opportunity to experience meeting and talking with employers, further education and training providers. Pupils in secondary will also have an opportunity for a work experience placement.

Further information for parents can be found on the DYW Website:

<http://dywaberdeenshire.org/>

Support for Children and Young People

10 Getting it Right for Every Child

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

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



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

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.

11 The Named Person

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

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

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

The Named Person can help by:

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

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

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

<http://www.girfec-aberdeenshire.org/for-parents-carers/what-is-the-named-person/>

At Meldrum Academy the Named Person for your child/young person is: their Principal Teacher of Pastoral Care.

12 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.

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

13 Enhanced Provision & Community Resource Hubs

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

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

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

<http://asn-aberdeenshire.org/>

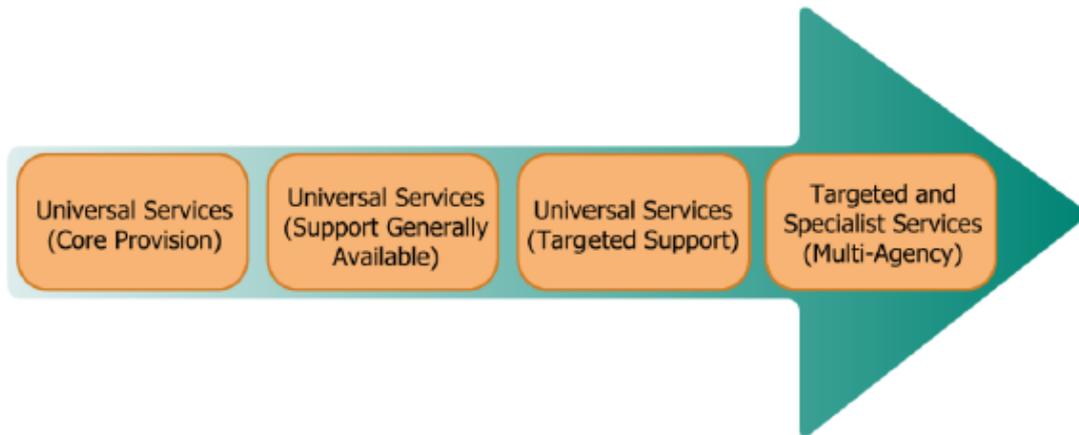
14 Support for Learning

There are times when pupils may experience challenges with their schoolwork. This can be for a variety of reasons including specific learning difficulties, challenges with specific subjects, general learning difficulties or a period of absence.

Each school cluster has an allocation of **Teachers of Additional Support for Learning (ASL)** who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general 'hands-on' support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

15 The Child's Plan

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



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

Where a child or young person needs one or more targeted interventions, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indicators (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in discussions.

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

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

Information is available on the Aberdeenshire Getting It Right Website:

<http://www.girfec-aberdeenshire.org/for-parents-carers/>

16 Child Protection

Child Protection is everyone's responsibility. Protecting children and young people is the responsibility of every member of the community.

Within Meldrum Academy we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to refer the child to Social Work, the Police or the Children's Reporter. At Meldrum Academy the designated officer is Ian Jackson, Depute Head Teacher Welfare & Pastoral Care:

Remember – if you suspect abuse, do not rely on someone else to notice.

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

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

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

17 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right For Every Child (GIRFEC)

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

Aberdeenshire Council

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

Support for All

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

Enquire

<http://enquire.org.uk/>

Parent & Carer Involvement

Here at Meldrum Academy, we recognise that parents are the main educators and most influential people in a child's life and as such, we strive to work with you as partners to support your child's learning. To do this we aim to work with you in a number of ways.

Parental engagement and feedback from children and young people who use services is seen as key to their development and creating relationships of trust, based on transparency, inclusion and respect, is the basis of positive working relationships with children, young people and their families. This includes recognition and awareness of differing cultures and backgrounds, which may have an impact on, or be important to a child or young person's situation.

Aberdeenshire Parents Charter. (See Appendix) These are a series of expectations that state our commitment to a way of working with you that places the following as priorities: welcome & care; value and include; communication and working in partnership.

Assessment and Planning

The Getting It Right approach and Children and Young Person (Scotland) Act 2014 means the views of children, young people and their families, are seen as central to any assessment of wellbeing, and when drawing up a Child's Plan.

18 Our Parent Forum & Working with you as partners

The Parent Forum is a collective name for every parent, carer or guardian at the school. As part of our forum we want to work together to give children and young people every opportunity to be successful and increase attainment. For that to work well, we have summarised how we aim to do this:

19 Communication.

The school uses a range of approaches to share information and enable insight into what your child is learning and how they are progressing. These include:

- Use of Groupcall to text and email
- School Website:
- School Blog:
- Termly Newsletter posted on the Blog
- Events
- Open days/mornings/afternoons

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

20 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people's learning by

providing guidance along with support programmes or events where you have the opportunity to learn together with your child.

21 Volunteering

There are many opportunities for parents to support learning in school by giving up some time to maybe share the skills and knowledge they have; support children and young people in the classroom; support or lead extra-curricular activities or indeed more direct support with specific skills (paired reading as an example). To do this please go to:

<http://jobs.aberdeenshire.gov.uk/volunteer-with-us/> or contact your Headteacher.

22 Learning at Home

'One hour of homework or revision completed every night between first and fourth year is the equivalent to one extra year at school'

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. 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.

The school uses an online tool called "Show my Homework" to provide information and additional resources relating to homework tasks. The intention of this system is to support pupils in carrying out the task and also to enable parents to help their child with their homework and learning at home. Show my homework is used by all teachers to set homework and alert pupils and parents to upcoming assessments and tests.

Pupils and their parents/carers are issued with a show my homework PIN number at the start of the session and can use this to access the website, download the app or set up alerts, should they wish, to inform them when homework tasks are set for their child.

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.

23 Decision-making and Developing Services

Reflecting our vision, values and aims, the school has a range of priorities that we work to improve on each year which are explained in our School Improvement Plan (SIP). To take forward some of those priorities we need parents' views, ideas, opinions along with creating the opportunity to draw upon parents' skills and strengths. To enable this we have a series of working groups/focus groups which any interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires.

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. Dates of meeting can be found on the Blog 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: Jon Edwards (parentcouncilmeldrum@gmail.com)

24 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.

25 Community Learning and 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 Library Service

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.

27 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 four ECO Green Flag awards. There are strong links with local organisations and groups such as our local Rotary Club that enrich learning. We have an active Business Partnership group through which 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 Scotland College.

If you are interested in working with the school, please contact the school office.

School Policies and Useful Information

School Policies are published on the school website or contact the school

All Aberdeenshire Council Education policies can be found here:

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

28 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.

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 an answerphone service is available for earlier calls.**

The school follows the Aberdeenshire Attendance Policy:

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

Procedures for following up on pupil absence are based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly.

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.

29 Holidays during term time.

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

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

30 Meldrum Academy Dress Code

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

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).

Parents should note their responsibility to ensure all clothing and belongings brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.

31 Clothing Grants

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

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

32 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. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport. Contact the school for more details.

33 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/roads-and-travel/school-transport/school-transport/>

34 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided

35 School Closure & Other Emergencies

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

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.
- Make sure that your child has an adverse weather plan in case school transport does not arrive in the morning or the school closes early. Can your child access their home?
- To facilitate the Aberdeenshire Policy, all pupils at Meldrum Academy, who travel to school by bus/taxi will complete a Storm Arrangements Form.

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.

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

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

Before the start of the school day...

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close.:

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.

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

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

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

School Information Line

Tel: 0370 054 4999 then 02 28 20. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

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 30 mins from our website:

Northsound 1

FM 96.9

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7 MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4

Waves Radio

FM 101.2

Original 106 FM

Twitter

<http://twitter.com/aberdeenshire>

36 Storm Addresses

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

37 Change of address and Parental Contact Details

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

38 School Meals

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

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. 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.

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 (below)

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

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

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

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

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

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

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

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

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

39 Healthcare & Medical

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

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

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

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

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

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

(S) Immunisation against Diphtheria, Tetanus and Poliomyelitis is provided for all pupils during the third year. If a pupil is unable to keep the school appointment, parents are advised to request immunisation from their own doctor.

HPV Immunisation to protect against cervical cancer is offered to all girls in S2. This is a series of 3 injections over a six month period commencing in September each year. A catch-up programme is also in place for girls who miss any of their injections.

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

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

need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

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

A risk assessment should also be completed.

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

Please find our Medication Policy here:

<http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Admin-of-Meds-and-Healthcare-2016.pdf>

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

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

40 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 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.

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.

41 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

42 Educational Visits

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children's Services. We give parents as much notification as possible with regard to visits their children will participate in.

43 Instrumental Tuition

A wide range of musical tuition is available. In addition the school has a wide a number of musical groups and ensembles All disciplines are taught in the secondary

schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability.

For further information go to:

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

44 (S) Education Maintenance Allowance

An Educational Maintenance Allowance (EMA) is a weekly payment paid directly to young people from low income families to enable them to stay on in further education at school or college after they reach statutory school leaving age. This is funded by the Scottish Executive. Further information on EMA's and how to apply can be found here:

<http://aberdeenshire.gov.uk/schools/parents-carers/assistance/ema/>

45 Comments, Compliment & 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. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion.

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.

However if you are dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

<http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf>

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:

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

46 Support for parents/carers

For more information on Support and Advocacy contact: KEEP

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: KEEP

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

Scottish Independent Advocacy Alliance can be reached at:

Website: <https://www.siaa.org.uk/>

Independent Mediation Services KEEP

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

47 Insurance

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

Aberdeenshire Education & Children's Services does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

48 School Off Site Excursion Insurance

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, 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).

49 Data we hold and what we do with it.

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.

50 How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in 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.

51 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:

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

52 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.

53 Information Sharing

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

54 Freedom of Information

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

Appendix

School Improvement Plan is on the school website

Statistics relevant to Meldrum Academy can be found at

<https://education.gov.scot/parentzone/find-a-school/aberdeenshire/5232333>

School Events Calendar & holidays is on the school website

Please also find a link to the annual holiday calendar:

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>
