



From mountain to sea

Strathdon School

Handbook 2025/26



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All information in this handbook is correct as of December 2025

Introduction to Strathdon School

Welcome to Strathdon Primary School. As Head Teacher, I would like to invite you to learn more about our beautiful school.

School Contact Details

Head Teacher	Lilian Field
School Name	Strathdon Primary School
Address	Strathdon, AB36 8UR
Telephone Number	019755 20420
Email Address	Strathdon.sch@aberdeenshire.gov.uk
Nursery Number	N/A
Website	http://www.strathdonschool.co.uk
Parent Council Email	strathdonparentforum@gmail.com
Parent Council Social Media	https://www.facebook.com/people/Strathdon-School-Parent-Forum/61574869743123/

Adverse weather and emergency closure

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

Strathdon Primary School is a non-denominational school within the Cairngorms National Park. The school serves the Strathdon catchment area which includes Candacraig, Delnadamph and Dunecht Estates. The school was first opened in 1875, and the Admissions Register started in that year is still in use today.

We operate as a composite school with two bright and spacious, well-equipped classrooms used for daily learning, a general-purpose room, a staff room, Head Teacher's office, Admin Office. In addition, we have a separate building for our pupil lunches which is provided to them by the Catering Services.

The roll in December 2025 is 15 pupils.

The school grounds consist of a large playground with astroturf grass and tarred areas and a woodland wild garden area with mature trees for the children to explore. A biodiversity garden area with a fenced pond area, a vegetable garden and

composting area have been established within the grounds. Status as an Eco Schools Scotland Green Flag school was first awarded in 2007 and has been maintained since.

The school has strong links with the Unicef Rights Respecting School award and achieved the highest gold level status.

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

Relationships and partners

Community links are highly valued, and the school has formed many supportive and successful partnerships in recent years. The school is used as a base for a weekly pre-school parent and child group and has active attendance. The group is regularly supported by Community Learning and Development and Health professionals. Local Estates provide support in a variety of ways by giving Ranger support, technical expertise and valuable opportunities for children to experience the world of work.

The school runs successfully in partnership with other local schools within the Alford Schools Network and in the Aboyne Schools Network as the Head Teacher also manages Crathie Primary School in upper Deeside.

The school has a very hard-working Parent Forum who organise a wide range of events for the whole community throughout the year. This helps to generate the necessary extra funding to help support a range of trips, experiences and resources for the children.

The school day

School Commences	0915hrs
Morning Break	10h40hrs (20 mins)
Lunch Break	12h30hrs -1325hrs (55 mins)
School Dismissed Mon-Fri	1530hrs

Our staff team

Head Teacher

(The Head Teacher is also Head Teacher of Crathie Primary School)

Principal Teacher

Principal Teacher Relief Cover

ASL

Administrator/Admin Support Assistant

Pupil Support Assistant

Servery Cook

Cleaner

Facilities Operative

Visiting Minister

Our Vision, Values and School Ethos

R	Responsible Citizens	<ul style="list-style-type: none"> • Respectful of others and themselves • Committed to participate in all aspects of school life • Encouraged to be good representatives of the school and community <p>UNCRC Article 15, 31</p>
E	Effective Contributors	<ul style="list-style-type: none"> • Enterprising, resilient, self-reliant and enthusiastic learners • Aware of how to help others in the world and enjoy their rights <p>UNCRC Article 28,29,30</p>
S	Successful Learners	<ul style="list-style-type: none"> • Encouraged to do the best they can • Open to new thinking ideas <p>UNCRC Article 23</p>
P	Positive Attitudes	<ul style="list-style-type: none"> • Enjoying their school and learning experience • Developing a positive approach to all aspects of learning <p>UNCRC Article 14, 15, 23, 31</p>
E	Environmentally Aware	<ul style="list-style-type: none"> • Building an appropriate awareness of Environmental issues • Developing an active and positive attitude towards the environment <p>UNCRC Article 29</p>
C	Confident Individuals	<ul style="list-style-type: none"> • With a sense of wellbeing • With strong values and beliefs • Encourage to contribute and offer opinions <p>UNCRC Article 12, 13, 24</p>
T	Technology Literate	<ul style="list-style-type: none"> • Having an appropriate opportunity to access new technology • Developing the IT skills required for the future <p>UNCRC Article 17</p>

We ask parents, carers and families to...

S	Support the school and staff in progressing key aspects of your children's learning and development
T	Take an active interest in the work of the school
R	Remember that we will do our best to support children and families
A	Attend school events and be partners in all aspects of children's learning and development
T	Try to ensure that the school has up to date contact information for you and your family
H	Help your child to develop good routines for doing their homework
D	Discuss any queries or concerns with the school as quickly as possible
O	Organise school events as part of the parent forum team
N	Negotiate and contribute ideas and feedback to enhance the learning experiences of the children

Our agreed values through consultation with the school community in 2021/22 are:

Be Responsible

Be Respectful

Be Kind



We aim to **inspire**, **challenge** and **prepare** our pupils and staff

Curriculum

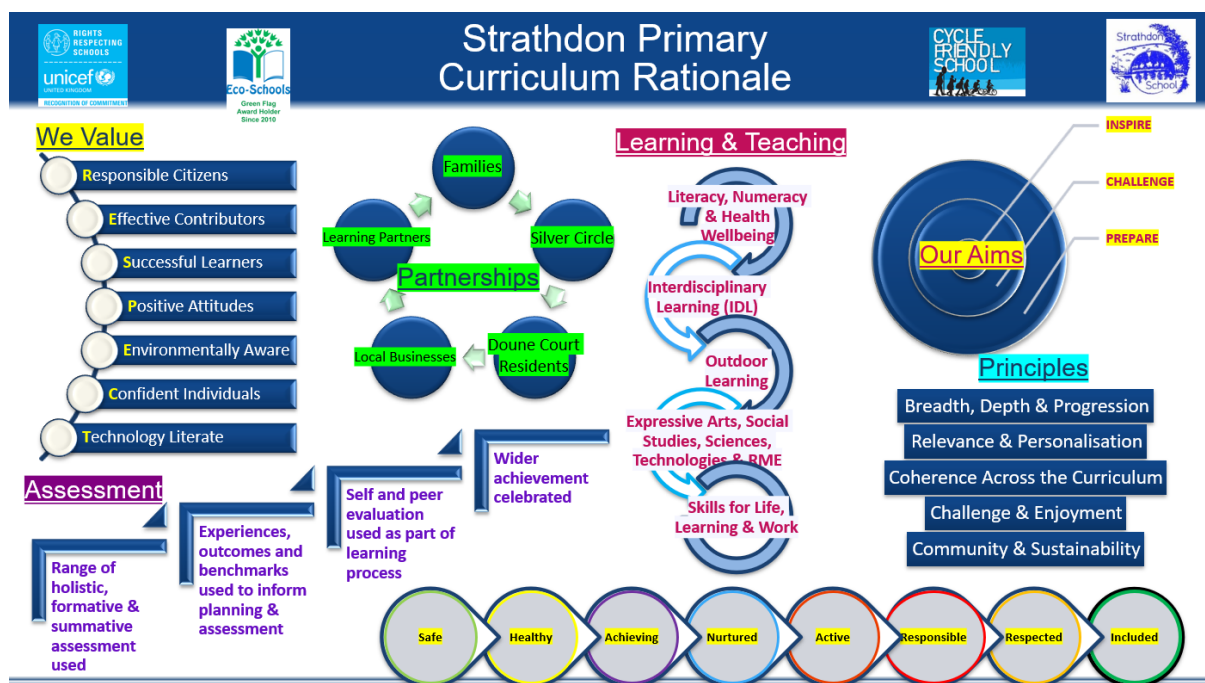
Our Curriculum and Scotland's Curriculum for Excellence

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

Our curriculum is designed to help every young person flourish and achieve their best. It builds a strong knowledge base, ensures learning is enjoyable and challenging, and develops the skills, attitudes and values children need to participate in, and contribute meaningfully to, society both now and in the future.

Our curriculum is based around the four capacities of the Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors, and responsible citizens. It also reflects the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence, and relevance. We need to offer a curriculum which we will adapt continuously over time to meet the needs of our pupils and of an ever-changing society.

A school's curriculum should reflect its unique context. You can learn more about our Curriculum and see our Curriculum Rationale here:



<https://www.strathdonschool.co.uk/school-policy-documents/> page or via the school X (formerly twitter) account @strathdonsch.

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

Curricular Levels

Broad General Education (BGE) is what young people will typically experience from aged 3, generally to the end of S3. Every young person is unique and pupils will work at and through different levels depending on their abilities and their needs. But broadly speaking across Scotland, national guidance suggests:

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

Thereafter, young people progress to the Senior Phase.

Aberdeenshire Council has developed its own framework for planning for young people with complex needs which can be found [here](#). More information can found within section 12 of this handbook.

Curricular Areas

Children experience a Broad General Education (BGE) from early years through to the end of S3, across eight curriculum areas (with literacy, numeracy and health & wellbeing as responsibilities of all):

- Literacy and English
 - Numeracy and Mathematics
 - Health & Wellbeing
-

- Social Studies
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education
- Modern Languages French/ Spanish

Planning Through the Four Contexts for Learning

We plan through the Scottish Curriculum's four contexts for learning, ensuring that children experience a rich, varied and connected education:

1. Curriculum Areas and Subjects – Core learning in literacy, numeracy, health & wellbeing and other curricular areas as referenced above.
2. Interdisciplinary Learning (IDL) – Linking subjects around themes or projects to apply knowledge in real-world contexts.
3. Ethos and Life of the School – Values, relationships and culture shape learning every day through leadership roles and through valuing and promoting learner voice and pupil participation.
4. Opportunities for Personal Achievement – activities beyond the classroom-clubs, sports, arts, volunteering which allow pupils to explore broader interests and celebrate success.

Developing the Young Workforce (DYW)

Developing the Young Workforce (DYW) is the Scottish Government's Youth Employment strategy to better prepare young people for the world of work.

Developing the Young Workforce is embedded in Scotland's Curriculum and along with the Curriculum for Excellence and Getting it Right for Every Child (GIRFEC) it is one the three main building blocks underpinning Scotland's education offer for children and young people.

The DYW Aberdeenshire priorities are as follows:

- Development of the **DYW Curriculum** offer including embedding the Career Education Standard Entitlements 3-18 and the further development of BGE pathways and Foundation Apprenticeships in the senior phase.
 - **Skills Development** – embedding skills for learning, life and work (**Metaskills**) and skills profiling
 - **Partnership** Development, including partnership with employers
 - Support for **Equalities**
-

As part of the 3-18 curriculum, pupils will develop [skills for learning, life, and work](#) and [Skills 4.0 and Metaskills](#). Throughout their time in school, from Early Years onwards, all pupils will have an opportunity to engage with employers, through experiences like workplace visits, career talks, employability events and courses, work experience and curriculum based activities. They will also have the opportunity to learn about further and higher education as well as different career pathways into employment.

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

Further information for parents on Foundation Apprenticeships can be found [here](#)

Developing the Young Workforce (DYW) is Scotland's approach to improving learners' readiness for the world of work. The Career Education Standard (3–18) sets out what children and young people are entitled to learn about careers and how schools, parents/carers, employers and Skills Development Scotland (SDS) will support them.

We focus on building Skills 4.0 / Meta-skills (e.g., collaboration, creativity, critical thinking, self-management) that help young people thrive in a changing economy. From Early Years onwards, pupils engage with employers through activities such as workplace visits, career talks, enterprise challenges, work experience and curriculum-linked projects. In S4–S6, many learners can study vocational qualifications, including Foundation Apprenticeships, alongside Nationals, NPAs, Highers and Advanced Highers.

Play-Based Pedagogy and Playfulness

Play is a powerful way for children to learn. It is not just for the early years because playful approaches benefit learners of all ages by making learning engaging, meaningful and active. It allows us to consider the importance of a young person's learning environment, the quality of interactions and the quality of a young person's experiences. This is key for learners at every stage.

Through play, children develop:

- Core skills such as problem-solving, creativity, collaboration and communication.
- Confidence and resilience, as they explore ideas and take safe risks.
- Deeper understanding, because play encourages curiosity and connects learning to real-life experiences.

We are committed to promoting play-based pedagogy and playfulness as part of our curriculum design. This supports the principles of challenge, enjoyment and

relevance and helps children build the skills, attitudes and values they need for learning, life and work.

1+2 Language Learning

The Scottish Government policy 'Language Learning in Scotland: A 1+2 Approach' is now embedded in our curriculum. 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 our School the first foreign language will be either French and we will also learn Spanish. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to

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

Community Connected Curriculum

To make learning real, relevant and connected to the community, we work with local organisations and businesses to co-construct and co-deliver parts of the curriculum. Together we:

- Identify skills gaps in industry and reflect these in our curriculum.
- Draw on local expertise to enrich learning and connect it to real-world contexts.
- Provide authentic opportunities to develop skills for learning, life and work, strengthening routes to positive and sustained destinations.

Curricular Pathways 3–18 - Creating meaningful and bespoke pathways for every learner

To help young people achieve their full potential, we strive to design bespoke curricular pathways from age 3 to 18 that are:

- Personalised – Reflecting each learner's strengths, passions and interests.
-

- Progressive – Building knowledge and skills step by step, with clear progression from early years through to the Senior Phase.
- Flexible – Offering varied routes, including academic, vocational and blended options.
- Ambitious – Supporting learners to aim high and access opportunities that lead to positive and sustained destinations.

These pathways ensure learning is coherent and connected, enabling pupils to move smoothly through the Broad General Education into the Senior Phase and beyond.

Virtual Senior Phase and Consortia Arrangements

Aberdeenshire Council is developing consortia arrangements across all 17 secondary schools, supported by virtual learning technologies. This will allow senior pupils to access a wider range of Level 7 qualifications (including Advanced Highers and other SCQF Level 7 awards), regardless of their school's size or location.

Courses will be delivered virtually, enabling learners to:

- Choose from a broader curriculum offer.
- Access specialist subjects not available locally.
- Follow varied pathways towards positive and sustained destinations, including university, college, apprenticeships and employment.

This collaborative approach strengthens equity, enhances choice, and supports our ambition for excellence for all learners.

The Curriculum Improvement Cycle

Scotland is leading national curricular reform – this means the curriculum is changing with plans for reform scoped as far as 2033. The Curriculum Improvement Cycle, aims to ensure our curriculum is up-to-date, relevant, balanced and manageable.

Our refreshed curriculum will ensure a keen focus on planning for what young people should **know, understand and do**.

This means as we plan for learning we are:

- Identifying key concepts and knowledge pupils need to secure.
- Sequencing learning so knowledge builds progressively and connects across subjects.
- Using knowledge as the foundation for higher-order thinking, problem-solving and creativity.
- Ensuring pupils understand why they are learning something, not just what they are learning.

More information on the Curriculum Improvement Cycle can be found here:

Curriculum Improvement Cycle – Education Scotland

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/about-education-scotland/policies-and-information/education-policy-and-legislation/>

Early Learning & Childcare:

<https://education.gov.scot/learning-in-scotland/sector/early-learning-and-childcare-elc/>

Broad General Education (Pre school – S3):

<https://education.gov.scot/parentzone/curriculum-in-scotland/broad-general-education/>

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

- Ongoing assessment (everyday class work and learning experiences. Staff use what pupils do in learning experiences to see how well they understand)
- Periodic assessment (End of unit tests, Check-ups etc- At certain points during the school year to see how pupils are progressing.)
- High quality assessments (These are learning experiences that allow pupils to show what they've learned and apply it in real ways. For example, projects, problem solving tasks, or writing that uses their knowledge.)
- Standardised Assessment (A one off assessment to support teacher's judgement of progress)

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

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

<https://www.gov.scot/publications/scottish-national-standardised-assessments-purpose-and-use/>

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

Parents will be informed of progress:

- through pupil profiles/learning logs
-

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

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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

<https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-in-the-senior-phase/>

Transitions (Moving On)

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

Delayed entry to P1

Where parents have concerns regarding their child's entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance.

Transfer to Primary 1

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

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

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

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June or earlier if attending the weekly parent/child meetings. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines.

Parents are also invited to join their P1 children for a school lunch.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to Prospective P1 parents following the Easter holiday break.

Transfer to Secondary Education

Most children from Strathdon School attend Alford Academy. (Telephone Number 019755 20430 and website: <https://alfordacademy.edublogs.org/>)

Strathdon School is part of the Alford Community Schools Network.

An induction programme for P7 pupils is in place to help ease the transition into S1. P7 pupils spend two link days during the summer term followed by a full week at Alford Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Alford Academy where information will be shared and questions can be asked.

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

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

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

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

Placing request forms are available from the Council website <https://www.aberdeenshire.gov.uk/schools/school-info/admissions/out-of-zone-school> – see page 12 for further information on placing requests.

Transitions Between Stages

For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Around June of each year “step up” time is also arranged where pupils can meet their next teacher and their classmates. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

If you have any concerns regarding transitions, please make an appointment to see the head teacher.

Visit Parentzone for more information about transitions:

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

1 Admissions

Nursery Admissions.

Early in each calendar year, all parents/carers should complete an application form available on the 'Nurseries and childcare' pages of the Aberdeenshire website. The application form can be found here:

<https://online.aberdeenshire.gov.uk/schooladmissions/elc>

Primary Admissions

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

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

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

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

2 Placing requests & School Zones

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

<https://www.aberdeenshire.gov.uk/schools/school-info/admissions/>

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

[Out Of Zone Placing Request Policy & Procedures](#)

Support for Children and Young People

3 Getting it Right for Every Child

Getting it right for every child (GIRFEC) is Scotland's long standing, national commitment to provide all children, young people and their families with the right support at the right time, so that every child and young person can reach their full potential.

GIRFEC is both an approach and framework used by services across Scotland to improve and uphold the wellbeing of children and their families.

Aberdeenshire Council works closely with our multi-agency partners to fully embed the Getting it Right for Every Child Approach.

Children's Services Plans are an important way to demonstrate how partners are working together in a local area to improve the wellbeing of children and young people. They also help show the progress being made towards Scotland's National Performance Framework Objectives:

- Our children have the best start in life and are ready to succeed
- We have improved life chances for children, young people, and families at risk
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens

Aberdeenshire's 3-year Plan provides information on how we plan and deliver support to children, young people and families across Aberdeenshire; to make sure they get *the right support, at the right time, by the right people*.

You can find out more about our Children's Services Plan at: <http://www.girfec-aberdeenshire.org/who-we-are/our-childrens-services-plan/>

4 Wellbeing

The Getting it Right approach is reflected in agreed local processes for assessing need and planning support for individual children and young people. In Aberdeenshire, we have a strong ethos of partnership working, with a shared sense of professional accountability for improving the wellbeing of children, young people and families.

Getting it Right for Every Child (GIRFEC) is about safeguarding, supporting and promoting children and young people's wellbeing and ensuring support is provided if, and when, this is needed. GIRFEC is:

- Child-centred
-

- Holistic
- Accessible and responsive
- Joined up
- Rights-based

The concept of Wellbeing is at the heart of the GIRFEC approach and is defined in Part 18 (s96) of the Children & Young People (Scotland) Act 2014, through eight Wellbeing Indicators. These Wellbeing Indicators reflect the Scottish Government's aspiration for all Scotland's children and young people to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

These 8 Wellbeing Indicators need to be met in order for children and young people to grow and develop into confident individuals, effective contributors, successful learners and responsible citizens.



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

5 Children's Rights

Every child/young person has rights in addition to human rights. These are called Children's Rights, and they're written in the United Nations Convention on the Rights of the Child. They outline what children need to give them the best chance of growing up happy, healthy and safe. Adults such as parents, schools, councils and governments have a responsibility to make sure that children access their rights.

The United Nations Convention on the Rights of the Child is a statement of children's rights. It has 54 articles that cover all areas of a child's life and it sets out the political, civil, economic, social and cultural rights that all children are entitled to.

UNCRC is now firmly embedded in Scots Law. This will ensure that rights are binding rather than guiding and all levels of government must apply the rights in legislation, policy and practice.

Children and young people are learning about these rights in school and some schools take part in The Rights Respecting Schools programme, a UNICEF accredited programme to support schools in developing rights-based practice as part of the school ethos.

In our schools we will:

- Raise awareness of Children's Rights, and how rights can be accessed
- Ensure Children's Rights are provided and protected by the adults who support our children and young people
- Provide a variety of opportunities for children and young people to get involved in decision-making
- Make sure children and young people's views influence how we develop services
- Support children and young people to express their views
- Listen to and act on children and young people's views on what we do well, and what we could do differently

More information for parents on Children's Rights can be found here

[Parent Club Children's Rights leaflet.pdf](#)

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

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

6 The named person

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

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

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

The named person can help by:

- Providing advice, information, or support
- Helping a child, young person, or to access a service or support
- Discussing or raising a wellbeing concern about a child or young person.
- Being a key contact point for other professionals if wellbeing needs are identified for a child or young person.

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

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

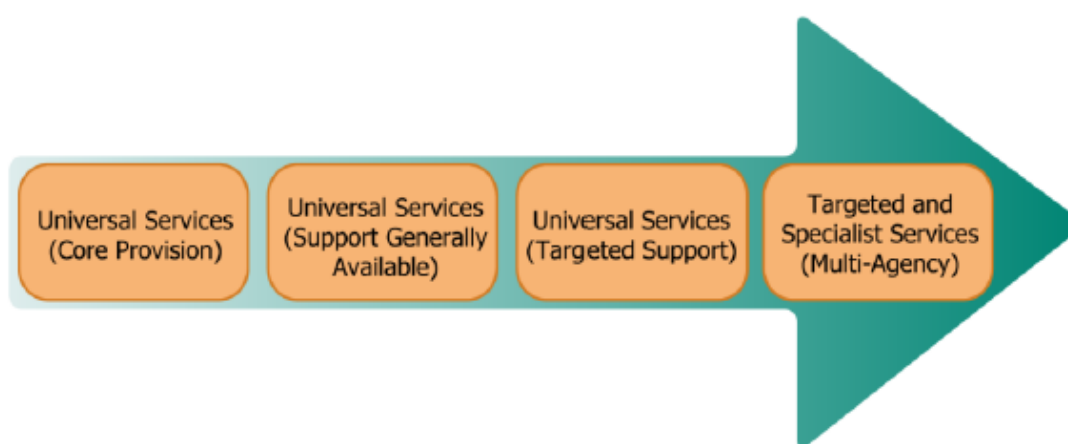
<https://www.gov.scot/policies/girfec/named-person/>

The named person for your child/young person is our Head Teacher - Mrs Field

7 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.

- Universal Services (Core Provision)
- Universal Services (Support Generally Available)
- Universal Services (Targeted Support) Targeted and Specialist Services (Multi-Agency)



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

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

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

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

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

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

8 Educational Psychology

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from the early years to school leaving age.

When there are concerns about a child or young person's learning or wellbeing an Educational Psychologist can work with the family and school to assess the child or young person's needs and plan supports to meet those needs.

Consultation with people who know the child or young person best forms the basis of Educational Psychology assessment. The purpose of a Formal Consultation meeting is to explore and understand the concern and support people to come up with solutions that will work in their context.

More information can be found on the EPS website: [Aberdeenshire Educational Psychology Website](#)

9 Universal Inclusive Offer to all Children and Young People

Aberdeenshire Council is committed to children and young people being educated within their local mainstream school. Education staff work with the families of children with additional support needs to identify their needs and agree the adaptations that are required to meet those needs. This may include, for example, curricular adaptations, teaching and learning approaches, support strategies, environmental adaptations, communication requirements, specialist equipment or staff undertaking professional learning.

All Aberdeenshire Schools take a solution-focused approach to overcoming any barriers to inclusion. They seek advice and support from relevant Education Support Services and multi-agency partners as appropriate.

A whole school inclusive approach embeds practices in the everyday life of a school that are known to be effective in supporting pupils with additional support needs. These practices often also benefit other learners who do not have additional support needs. There are a number of whole school inclusive approaches that are being implemented in all Aberdeenshire schools as part of our universal offer to all children and young people. These include:

1. The CIRCLE Resource to support inclusive learning & collaborative working.
 2. Play Based Learning Approaches and Playful Pedagogy.
 3. Staff who have the knowledge and skills required to understand and support autistic learners.
 4. Staff who adopt dyslexia friendly approaches and who are able to identify and respond to difficulties that pupils with dyslexia may encounter.
 5. Staff who are trauma informed and adopt nurture approaches to sensitively support children who may have experienced trauma or adversity.
 6. A supportive and effective communication environment which uses every means of communication available to ensure learners understand and can be understood.
-

7. Use of restorative approaches to restore and maintain good relationships when there has been conflict and harm.
8. Staff who are culturally responsive, aiming to connect pupils' cultures, languages and life experiences with what they learn in school

More information on Aberdeenshire Schools' universal offer to children and young people can be found here: [Inclusion in Aberdeenshire Schools](#)

10 Support for Learning

Children and young people may require support for learning at some point in their lives for a range of reasons. Some children may need a lot of support all the way through school. Others may need only a small amount for a short time.

A child or young person has additional support needs if, for any reason, they need extra or different help than others their age to benefit fully from their education.

Reasons for requiring support might include:

- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Experiencing barriers to communication
- Changing school a lot
- Being looked after or care experienced
- Difficulty in regulating emotions and behaviours
- Having a difficult family situation
- Experiencing a bereavement
- Social and emotional factors

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

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

11 Enhanced Provision and Complex Needs Provision

Aberdeenshire Council is committed to meeting the additional support needs of children and young people in their local mainstream school. Planning starts an exploration of what steps need to be taken for their local school to be ready to welcome them. This includes consideration of, for example, curricular adaptations, teaching and learning approaches, support strategies, environmental adaptations, communication requirements, specialist equipment or staff professional learning needs.

All 17 Academies are Enhanced Provision Schools, and there is a dedicated Primary School within each of Aberdeenshire's 17 school clusters. Enhanced Provision Schools have enhanced staffing and resources to meet additional support needs. Some children may require outreach support from the Enhanced Provision to ensure their needs are fully met in their mainstream setting. This may involve advice and consultation to staff, or direct support to the pupil from, for example, an Enhanced Provision Outreach Practitioner, Pupil Wellbeing Worker or Nature Nurture Practitioner. Some children and young people will require more targeted support through an Enhanced Provision place. This involves them physically attending the Enhanced Provision on a full-time or part-time basis. Such placements are offered from Primary 3 upwards.

A very small number of children and young people will require access to specialist staff and resources beyond that which can be provided within a mainstream or enhanced provision setting due to the significance and complexity of their learning needs. Aberdeenshire's Complex Needs Provision includes four Special Schools and five Provisions which are integrated within mainstream settings (often referred to as Integrated Complex Needs Provision). Both types of Complex Needs Provision meet significant and complex learning needs, with pupils accessing the Complex Needs Provision which their home address is zoned to.

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

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

12 Child Protection

Physical and emotional safety provides a foundation for wellbeing and healthy development. Child protection is the responsibility of all who work with children and families regardless of whether or not they come into direct contact with children. All staff must be fully informed of their responsibilities with respect to keeping children safe. All services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately. Our Child Protection processes uphold children's rights.

Aberdeenshire Child Protection in Education Guidance provides guidance for school-based staff on protecting children and young people. The guidance can be found here [Child Protection in Education](#) It is based on the [National Guidance for Child Protection in Scotland 2021- updated 2023](#).

The Children (Equal Protection from Assault) (Scotland) Act 2019 provides children with the same rights as adults against assault by a parent or person with charge or care of them. The Aberdeenshire Guidance can be found here: [Multi-Agency-Equal-Protection-Guidance-.docx](#)

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

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. In our school the designated staff is Mrs Field, Head Teacher.

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

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

You can speak to designated staff in our school

Social Work Monday to Friday during office hours contact your Children & Families local [Social Work Office](#)

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

Police Emergency 999, Non-Emergency 101

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

If a child or 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, further information can be found on <http://www.girfec-aberdeenshire.org/child-protection/>

13 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

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

Support for All

<https://young.scot/campaigns/ayefeel/>

Enquire – National Parent Information Service and Helpline

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

Parent & Carer Involvement and Engagement

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

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

14 Parental Involvement and Engagement Strategy

The Parental Involvement and Engagement Strategy 2023-2026 demonstrates the commitment by Aberdeenshire Council to improve the quality and the extent of all parents’ involvement in their child’s learning and the important role they play in their child’s education.

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

If you would like to read the Aberdeenshire Parental Involvement and Engagement strategy it can be found on Aberdeenshire Council’s website here
[Parental involvement and engagement - Aberdeenshire Council](#)

15 Parental Engagement

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

16 Communication

The school uses a range of approaches to share information about your child’s learning and progress. These include:

Use of Groupcall to email

Use of Parentsportal.scot for notices, permission slips and school reports

School Website: <http://www.strathdonschool.co.uk>

Social Media: X - @strathdonsch

Newsletters: Issued by email from Head Teacher

Learning Journals: classroom updates and learning examples

School Termly Timetable and Family Letter

The school calendar highlights planned opportunities where we welcome you into school for events, and opportunities to talk about your child's progress, wellbeing, and behaviour (see Further Information).

Where contact details have been provided, all contacts identified as "parent contacts" will receive the information being sent. The exception to this is the morning absence text which will only be sent to the main parent contact.

Use of Parentsportal.scot for notices, permission slips and school reports

School Website: <http://www.strathdonschool.co.uk>

Social Media: X - @strathdonsch

Newsletters

Events

Open days/mornings/afternoons

Headteacher clinics

School reports

The school calendar highlights planned opportunities where we welcome you into school for events, and opportunities to talk about your child's progress, wellbeing, and behaviour (see Further Information).

17 ParentsPortal.scot

parentsportal.scot

In support of Aberdeenshire Council's ambition to offer more digital services to its residents, Aberdeenshire primary and secondary schools have rolled out a national online service called **parentsportal.scot**. This is designed to replace the paper 'schoolbag run', giving a child's registered contacts access to a range of school-related online services, 24 hours a day, 7 days a week.

At the heart of the system, is a secure account through **mygov.scot**, which is referred to as 'My Account' or 'MyAberdeenshire' account. 'MyAberdeenshire' is already used to allow parents/carers to make online payments or receive notifications if a school closes unexpectedly. **Parentsportal.scot** and

'MyAberdeenshire'/mygov.scot will work together, making this a convenient one-stop-shop, to access all Aberdeenshire digital services.

Initially, **parentsportal.scot** will allow parents/carers to see basic information about your child(ren)'s school and twitter account as well as:-

- make a link to your child(ren)
- complete the annual data check process electronically (child's main contact only)
- update their own as well as your child(ren)'s details at any time
- to register and access for online school meal payments using one sign in (iPayImpact)

How do I sign up? - If you **already have a myAberdeenshire account** to pay for school meals through iPayImpact, you can sign up using the same sign in details at <https://parentsportal.scot/home/> You **do not need** to register or set up a new **mygov.scot** account.

If you do not have a myAberdeenshire/mygov.scot account or are looking for more information and videos on how to access to **parentsportal.scot**, please go to <https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/>

18 Learning at Home

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

At our school we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy

<http://www.strathdonschool.co.uk/learning/>

and also, the access the range of home learning materials on:

<https://www.aberdeenshire.gov.uk/>

19 Parent Forum and Parent Council

The Parent Forum is a collective name for all parents, carers, and guardians in the school.

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

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

20 Parents and School Improvement

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

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

21 Volunteering in school

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

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

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

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

22 Collaborating with the Community

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

23 Addressing Concerns & Complaints

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

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

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

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

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

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

School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: <http://www.strathdonschool.co.uk/>

All Aberdeenshire Council Education policies can be found here:

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

24 Attendance

What pupils need to know:

Lateness: Persistent lateness can have the same adverse effect on the progress and wellbeing of children as poor attendance. Good timekeeping is a life skill and good habits need to be encouraged at school and at home. There are many reasons for children failing to get to school on time.

The School Administrator will monitor late arrivals and contact parents/carers by letter when concerns arise – normally after 5 instances of lateness. A meeting will be arranged to discuss and address the issues.

Permission for absence from school:

If you are absent,

If you feel ill during the school day, tell your class teacher, and ask permission to report to the school office. If appropriate, office staff will arrange for you to be collected from school.

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

What parents needs to know:

The school follows the Aberdeenshire Promoting and Managing Pupil Attendance in Education Establishments Policy and Guidance. The links for these can be found below

[Promoting and Managing Pupil Attendance in Education Establishments policy](#)

[Promoting and Managing Pupil Attendance in Nursery, Primary and Special Schools Guidance](#)

Safeguarding is a number one priority for the school and the monitoring of daily absence is an important part of this. To support the school with this, and to ensure that all children and young people are safe and accounted for, it is essential that parents and carers contact the school to inform them of their child's absence. This can be done using the Parents Portal app.

The school is required to follow up on unexplained absences on a daily basis. Where no information is received about a pupil absence at a certain point in the school day, the school will call the main parent contact and where necessary, they will call any emergency contacts that are held on the school system for that child.

Where no contact can be made and it is therefore not possible for the school to confirm that a child or young person is safe and well, it may be necessary to contact other agencies such as Social Work and Police for support. To minimise the need for this, please contact the school to explain any absence, either prior to, or on the day of the absence

25 Holidays during term time.

The Scottish Government has deemed that holidays taken during term time for primary and secondary children should be recorded as unauthorised absence unless there are exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher in advance. This absence will normally be recorded as unauthorised, although there may be exceptional family circumstances that have been discussed and agreed 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:

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

26 Dress Code

Pupils in our school are expected to wear the following items to school:

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

PE Kit consists of – T shirt which tucks into shorts, standard length shorts, socks, gym shoes preferably with Velcro or elastic fastening for younger pupils. These should be kept in a gym bag.

Pupils, parents, and staff were involved in choosing the current dress code and the items have been selected so that pupils clearly identify with the school.

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

Our school tops can be ordered from:

<https://www.schoolwearmadeeasy.com/badged-school-uniform/r-w/s/strathdon-primary-school>

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.

27 Clothing Grants

Some families may be entitled to a school clothing grant per eligible child per financial year. More information about this can be found at:

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

28 Transport

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

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

In the event of adverse weather, transport providers are not obligated to accommodate early closures or delayed openings, parents would be responsible for collecting their child if transport was unavailable.

Please also note that if transport is cancelled by the operator due to adverse weather, and parents choose to transport their child to school, if the school is open, then they are expected to collect them also.

29 Privilege Transport

Transport provision is also made available for pupils who are not ordinarily entitled to transport. Privilege transport is provided on school transport services subject to spare seating capacity. There are 3 types of privileged transport available.

In-zone Privileged transport

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

In-Zone Privilege Transport – Safety

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

Out of Zone Privilege Transport

There is no transport entitlement to pupils who attend a school which they are not zoned for. Pupils may apply for Out of Zone Privilege transport; pupils are required to meet the nearest available school transport vehicle to them, and it is the parent's responsibility to bring the pupil to the nearest collection point. Out of Zone Privilege transport pupils may be removed, with written notice, at any time for In-Zone Privilege and Entitled transport pupils. Processing of any new Out of Zone applications received prior to the start of the new term in August does not usually begin until late September. This ensures that all entitled pupils have been allocated and there is a true indication of the remaining available seats. Please have alternative arrangements in place for the start of term and in the event the application is refused.

Applications can be made by contacting your child's school. For further information, see the Council website.

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

or contact school.transport@aberdeenshire.gov.uk

Local Bus/Registered School Bus Services

Some services operate as registered bus services. These operate on a fare paying basis and pupils will be required to pay a fare to the driver or purchase a season ticket for travel. National Entitlement cards (NEC) can also be used on these services (Young Persons' -Under 22s Free Bus Travel Scheme)

30 Early Learning & Childcare Transport

Transport to early learning and childcare settings will not be provided by Aberdeenshire Council.

31 Enhanced Provision and Complex Needs Provision

When it is assessed as being required, Aberdeenshire Council may provide free transport for pupils with additional support needs who attend an Enhanced Provision or Complex Needs Provision which is not their local school. In certain cases, it will be appropriate for pupils 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 Local Authority will consult with Specialist Health Services before deciding if free transport should be provided.

32 School Closure & Other Emergencies

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

If children are at school...

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 school or another place of safety.

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

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

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

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

Before the start of the school day...

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

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
- **Waves Radio**
FM 101.2
- **Original 106 FM**
FM 106.3

X

<https://x.com/aberdeenshire>

Aberdeenshire Council Website

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

You can sign up to receive email alerts when your school(s) updates their closure status:

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

You also have the option to download the myAberdeenshire app:

<https://www.aberdeenshire.gov.uk/appdownload>

33 Storm Addresses

When there has been severe snowstorm 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 parent's 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.

34 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 amended via your parentsportal.scot account (see Menu section 'Your Account') or 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.

35 Anti-bullying Guidance

What is Bullying?

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

Bullying of any kind is unacceptable and must be addressed promptly and effectively. Bullying should never be seen as an inevitable part of growing up. Children and young people living in Scotland should have equal opportunities to succeed; bullying compromises this ambition.

Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.

The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.

(Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People Update 2024)

What will the school do about it?

Establishments should promote consistency of **response** to instances of bullying behaviour using the 6 step approach:

1. **All** reported incidents of bullying **MUST** be recorded using the Bullying and Equalities (B&E) Module within SEEMIS Click and Go
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents/carers
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

36 School Meals

Primary School Lunches

Lunch time is an important aspect of the school day. Not only does it provide children with a nutritionally balanced meal, it enhances their social and personal development.

How does my child choose their lunch?

In class first thing in the morning children select their meal using the class ipad. Meal options are displayed, and a choice is made by touching the chosen option shown on the screen. The teacher will explain to children the menu options available on the day, but it is helpful for parents of the younger children to discuss this with them before they arrive in school.

The School Catering Service provides good value meals at our schools using carefully sourced quality ingredients. There is always a wide selection of options available from the menu. The menu and helpful information can be found via this link <https://www.aberdeenshire.gov.uk/schools/school-info/meals/primary-school-meals/>

Children with medically prescribed dietary requirements

The school should be advised of any food allergies or medically prescribed dietary support during the school induction process (both primary schools and academies) or when a condition is identified.

If the child is affected and attends a primary school, they will be required to complete the online form to let us know about their dietary requirements and request special or modified diet.

Request Special or Modified Diet

If the parent/carer can't complete the online form a paper copy can be requested from the school office, and this can be provided by contacting the email below.

Parents and carers of pupils with medically prescribed dietary needs can view allergens contained in any food item on the current primary school menus.

<https://www.aberdeenshire.gov.uk/schools/school-info/assistance/free-school-meals/>

<https://www.aberdeenshire.gov.uk/schools/school-info/meals/medically-prescribed-and-special-diets/>

The School Management Team and the Catering staff will be happy to discuss your requirements. In the meantime, if you require dietary information, please email medicallyprescribeddietarysupport@aberdeenshire.gov.uk.

Special Events and Celebrations

The children enjoy eating together and we encourage learning and wellbeing during lunchtime. Occasionally we celebrate special dates and encourage all children to participate.

If your child is going along on a school trip the school catering service can provide a nutritious packed lunch for the occasion and this includes children who qualify for free school meals.

How Much does a Primary School Meal Cost?

The current price of a Primary school meal can be found via the following link -

<https://www.aberdeenshire.gov.uk/schools/school-info/meals/primary-school-meals/>

How do I pay for School lunches?

Lunches are provided free of charge for pupils from P1 to P5.

Paying for School lunches is very easy to do online.

It is very important to keep this account in credit as failure to do so triggers a time-consuming debt recovery process for the School and Catering service. We aim to support the wider Authority to be debt free and require your support in this by ensuring you top-up your account before sending a child for school meals.

Online payments system

We are encouraging parents/carers to register for online school payments to eliminate handling of cash. Parentsportal.scot is the recommended way to register to access all school payments including school meals.

Parentsportal.scot is securely linked to a myAberdeenshire account and to register follow this link <https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/>

If you are having difficulty making payments, please contact the school office as we are here to support families and will do whatever we can to assist you.

Free School Meals Information

Am I entitled to free school meals?

Click on the link to find information that explains the free school entitlement and how to go about it.

<https://www.aberdeenshire.gov.uk/schools/school-info/assistance/free-school-meals/>

If you have difficulties obtaining access to free school meals, please speak with your school and we will work together to provide assistance.

If you require any further information regarding School Catering please contact - schoolmeals@aberdeenshire.gov.uk

37 Healthcare & Medical

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.

Every child's health and welfare is very important to the school. Parents who have any concerns should let school know via telephone or email. 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.

Many 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. Most children and young people with health care needs can attend school regularly and, with support, 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.

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.

The guidance [Supporting Children and Young People with Health Care Needs and Managing Medicines in Educational Establishments April 2025](#) supports schools to

identify the necessary safety measures to meet the medical needs of pupils in collaboration with NHS Grampian, ensuring pupils and others are not put at risk.

38 Exclusion

Aberdeenshire schools promote positive relationships, learning and behaviour within a whole school ethos of prevention, early intervention and support. All schools have policies and practices in place to promote and support positive behaviour.

School policies will have been developed in consultation with all members of the school community and will be regularly reviewed. Effective arrangements for learning and teaching and for a flexible, pupil-centred curriculum go hand in hand with an ethos of nurture, care and respect. However, even in the most nurturing and respectful school environment, there may be instances where behaviours displayed by children and young people, or actions taken by them are unacceptable.

The key to preventing exclusions is to implement universal practices that prevent problems arising in the first place and to intervene early when they do arise. A planned and staged approach should be taken to support pupils. A range of measures will be taken in the classroom or in the wider school to support children and young people in these circumstances. In most cases these approaches are sufficient to resolve the situation. Sometimes the situation is more complex and will require partnership working.

Exclusion is the most serious consequence that can be imposed on a pupil and must be a last resort. Where exclusion is used, it should be a proportionate response where there is no appropriate alternative. When considered necessary, it must be for as short a period as possible with the aim of improving outcomes for the child or young person and their wellbeing should be the key consideration. The time during and after the exclusion period should be used constructively to resolve the situation and ensure positive and appropriate support is in place for all.

When a pupil displays behaviour, whereby attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational wellbeing of the pupils there the [Promoting-Inclusion-and-Reducing-Exclusions-in-Educational-Establishments-Guidance-2022-update-March-24.docx](#) may apply.

39 Educational Visits

We offer various educational visits during 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 regarding visits their children will participate in.

There are grants available through the Aberdeenshire Educational Trust to help with the cost of school trips. For further information go to:

<https://www.aberdeenshire.gov.uk/benefits-and-grants/educational-grants/>

40 Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. Most 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.

Guide to starting stage by discipline:

- Woodwind - P6
- Brass - P5
- Violin or viola - P4
- Cello or double bass - P4
- Percussion - S1
- Piano or keyboard - P4
- Guitar - P4
- Bagpipes - P4
- Pipe band drum - P4

As of August 2021, we are unable to offer tuition on more than one instrument to pupils.

Music tuition fees

Scottish Government Ministers and COSLA leaders agreed to the removal of fees for the academic years 2021 to 2025 which has been supported by funding from the Scottish Government to allow existing levels of provision to be maintained.

Funding for 2025/26 has been confirmed by the Scottish Government, therefore there will be no fees for instrumental tuition during this academic session.

<https://aberdeenshire.gov.uk/schools/music-lessons/youth-music-sessions/>

Aberdeenshire Youth Music Sessions (AYMS) provide ensemble music-making opportunities for children outside of the school day.

For further information go to:

<https://www.aberdeenshire.gov.uk/schools/music-lessons/>

41 Public Liability Insurance

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

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

42 School Off Site Excursion Insurance

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

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

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

Where trips are booked and have subsequently to be cancelled because of any Covid related event then insurance will not be valid. This will of course be reviewed periodically.

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

Duty of Care

The Authority has a duty of care in respect of pupils in its charge during school hours and as such must take reasonable steps to ensure the safety of all primary and secondary pupils. This general duty of care continues if the children go home by way

of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

43 Data we hold and what we do with it.

The UK's data protection framework consists of the Data Protection Act 2018, the UK GDPR, and the Privacy and Electronic Communications Regulations. Following Brexit, the DPPEC Regulations 2019 aligned EU GDPR requirements with UK law. In June 2025, the Data (Use and Access) Act introduced refinements to UK GDPR and DPA 2018, including changes to Subject Access Requests, recognised legitimate interests, and enhanced safeguards for children's data.

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

For more information: [ICO Guide to UK GDPR](#)

44 The information we collect from you

Aberdeenshire Council collects personal data and information about your child to provide school education and related services. We may share information (other than in child protection situations) only where necessary to deliver these services. We also collect special category data because it is in the substantial public interest and required by law. The information is used to assess, plan, coordinate, deliver, and quality assure education services. Decisions are made with you; we do not use automated decision-making.

We will keep this information for a period of 5 years from the maximum school leaving age of your child, as required to by The Pupils' Educational Records (Scotland) Regulations 2003, unless we have a legal responsibility to keep the information for a longer period of time.

45 Your Data, Your Rights

You have legal rights about the way Aberdeenshire Council handles and uses your data under the UK GDPR and Data Protection Act 2018. More information about these rights is available at: <https://www.aberdeenshire.gov.uk/online/legal-notice/data-protection/>

Alternatively, you can contact the Council's Data Protection Officer by emailing DataProtection@aberdeenshire.gov.uk or in writing to: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

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

Aberdeenshire Council is required, where it is the data controller, to act transparently by providing information about how we collect and use personal data. Privacy Notices are an essential part of this requirement, and they should be concise, clear, and accessible. All Education & Children's Services Privacy notices are available on our website at: <http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notices>

46 Parental Access to Records

A Subject Access Request is a 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. The Council has a legal requirement to provide the information under the Data Protection Act 2018. Parents may submit a subject access request for children below the age of 12. Children over the age of 12 are presumed to be sufficiently competent to control their own data. Therefore, a subject access request for child, 12 years or older, will require authorisation from the child unless the child lacks capacity. A Subject Access Request is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at: [Getting copies of your information \(SAR\) | ICO](#)

The Pupils' Educational Records (Scotland) Regulations 2003 means that persons who hold parental rights and exercise parental responsibilities can get access to a child's educational records, subject to certain exemptions and provided the child is below 16 years of age. 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-childs-record/>

47 Information Sharing

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

48 ScotXed

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

ScotXed have legal powers to request data with regards all children and young people being educated in Scotland's schools, with the information collected about pupils and staff in schools used to help to improve education across Scotland. They

do not collect the names of your child/children and they do not receive any contact details the school may have for you (e.g. telephone number, email address), and no information is published or made publicly available that would allow your child/children to be identified. More information on what and why they need data about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

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

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

- Contact the Scottish Government's data protection officer, DataProtectionOfficer@gov.scot, or
 - The Head of Education Analytical Services, Mick Wilson, mick.wilson@gov.scot, or
 - You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
 - Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.
-

Further Information

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

Nursery Information

All parents should apply form for their child, to the nursery of their choice during the admissions period. The application form can be found here:

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

School Improvement Plan

Available from the School Office and on display in the main corridor of the school

Members of Parental Groups

strathdonparentforum@gmail.com

Stats for Attainment

The Scottish Government have developed a "School information dashboard" that provides a range of statistical information about each publicly funded school in Scotland. This includes school attainment information about Curriculum for Excellence Levels Achieved (for primary and secondary schools)

The dashboards can be consulted

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

School Events Calendar & Holidays

Information will be issued from the School Office and Class Teachers on a yearly and termly basis with an overview of upcoming events.

Assessment Calendar

Carried out in October/November and then again in March the following year.

Year/Termly Plan of Learning

Class Teachers will share an overview of the lesson plans and timetable with families on a termly basis at the start of the term if not before.

Aberdeenshire Council School Holiday Calendar

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

Map of Catchment Area

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