

Dyce School Handbook



2020 / 2021

Welcome from the Head Teacher

On behalf of the staff, pupils and parents, I would like to welcome you to Dyce School. Our school vision is to be at the heart of the community where everyone is a leader of their own learning.

Dyce School is very well supported by the community and has a very active and supportive parent body. We offer many opportunities for our parents to be involved in school life and greatly appreciate this support. Our Parent Council have termly meetings and new members are always welcome.

The current school roll is around 420, which caters for pupils from Nursery right through to Primary 7. We also support one of Aberdeen City Council's Language Support Provision classrooms which is accessed by pupils from across Aberdeen.

We encourage parents to get in touch with any queries. Please do not hesitate to contact the Senior Leadership Team by either phone or email. We look forward to working with you all over the coming year.

Jenny Watson
Head Teacher

Telephone: 01224 772220
Email: DycePrimary@aberdeecity.gov.uk



@DycePrimary @SchoolDyce



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Section One - School Contact Details

Contact Details

Dyce School
Gordon Terrace
Dyce, Aberdeen
AB21 7BD
Telephone: 01224 772220
Website: www.dyce.aberdeen.sch.uk
Email: dyceprimary@aberdeencity.gov.uk

Dyce Primary School was opened in 1974. It is an open plan, non-denominational school situated on Gordon Terrace.

The Dyce School Team

Senior Leadership Team

Jenny Watson	Head Teacher
Gillian Hewitt	Depute Head Teacher
Emma Shinnie	Depute Head Teacher
Catherine McDougall	Principal Teacher
Suzanne Reynolds	School Administrator
Paula Milne	School Support
Colin Morrice	Janitor

Pupil Support Assistants

Diane McKinnon	
Kairen Sangster	
Kathleen Patterson	
Sheena Dow	
Linda Donachie	
Debbie Jobson	
Deepthi Joshi	
Yvonne Smith	
Heather Bain	Early Years Practitioner (P1)
Gillian Coleman	Early Years Practitioner (LSP)

Class Teachers

Michelle Bruce	Nursery
Sally Rose	P1LR
Sarah Law	P1LR
Laura Bruce	P1B
Ashleigh Tait	P1T
Emma Cole	P2C
Brittany Philips	P2P
Laura Flett	P3FR (Mon, Tues)
Elaine Ross	PFR (Wed-Fri)
Claire Christie	P3C
Ruaridh Andrew	P4A
Eilidh Cosgrove	P4C
Bethany Grant	P4G
Laura MacIver	P5M
Sabine Watson	P5W
Emily McKay	P6EM
Fiona McKnockiter	P6FM
Sarah Black	P7B
Jennifer Cameron	P7C
Emma Hart	P7H
Catherine McDougall	French
Fiona Wilson	Language Support Provision
Michelle Wattie	P.E. Specialist
Angela Jones	Support for Learning
Laura Journe	Support for Learning

Early Learning and Childcare Staff

Jamie Lee Russell	Senior Early Years Practitioner
Julie Jones	Senior Early Years Practitioner
Stephanie Reid	Early Years Practitioner
Madelaine Gattouchi	Early Years Practitioner
Sarah Rushton	Early Years Practitioner
Stephanie Reid	Early Years Practitioner (Maternity Leave, returns Jan)
Lynn Anderson	Early Years Practitioner (Maternity Leave, returns Jan)
James Rae	Support Worker
Frances Sim	Support Worker
Isla MacLeod	Modern Apprentice

The school has close links with Dyce Academy and its feeder primary school, Newmachar Primary. The school also benefits and values the support from its parent body and from the wider community.

School Opening Times

Primary 1	9.00 – 12.00 1 – 3.15
Primary 2 – 4	9 – 12.15 1.15 – 3.15
Primary 5 -7	9.00 – 12.30 1.30 – 3.15

Pupil Absence

Parents must ensure that children are not absent without reasonable cause and should telephone the school to inform us of this absence before 9.30am. If we do not know the reasons for your child's absence, we will send a text to you to establish that they are safe.

When phoning to report your child's absence school office staff have been instructed to ask for information about the absence. We are required to record the reason for the absence on our school system. An authorised absence is identified as an absence due to bereavement, education in another establishment, ill health and certain sporting/artistic/cultural events.

Pupils taking time off school to accompany their parents on holiday is not a legal right in Scotland. Parents must inform the Head Teacher in writing of their intention to remove a child from school during term time to go on holiday and the absence will be defined as unauthorised. Regular attendance at all stages ensures that pupils are able to benefit from the continuity of experience that the school has to offer.

If your child is late arriving to school, they should report to the front office and be signed in by their parent. We have a school attendance officer who regularly monitors children's attendance and will contact you if the attendance does not improve. Parents returning or collecting children during the school day for appointments should always report to the front office. Children should not be dropped off in the car park unaccompanied.

Communication

Clear communication between home and school is key to improving outcomes for all our children. Information is passed between home and school through a variety of ways. These include Xpressions* emails / text messages, monthly newsletters, school website, twitter, Marvellous Me, Seesaw, Parent Council Facebook, Google classroom, phone calls, informal contact and both adhoc and arranged meetings.

*Xpressions is an APP that can be loaded onto Apple and Android devices and is a portal for all communication from school to be accessed in one area. Notifications can be set up which let you know that new communication has been sent by the school.

Should you require additional information, or if you have any concerns, you can arrange to talk with a member of our Senior Management Team by making an appointment. Mobile telephones are not allowed to be used in school by pupils at any time. In an emergency pupils and parents can contact each other through the school office.

Complaints

Our school recognises the vital role that parents play in supporting their child's learning and is committed to building 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 when you as a parent wish to express unhappiness or dissatisfaction with Council services, policies or staff behaviour. Please give us the opportunity to put things right first by contacting a member of the Senior Leadership Team by telephone or email. If you are not satisfied that your issue has been resolved, you can then make a complaint using our online form:

<https://www.aberdeencity.gov.uk/services/have-your-say/make-complaint>

You can also make a complaint in person at any council office or by contacting our Customer Feedback Team by telephone or in writing:

Customer Feedback Team
Business Hub 6
First Floor South
Marischal College
Broad Street
Aberdeen

Telephone 01224 523058

AB10 1AB

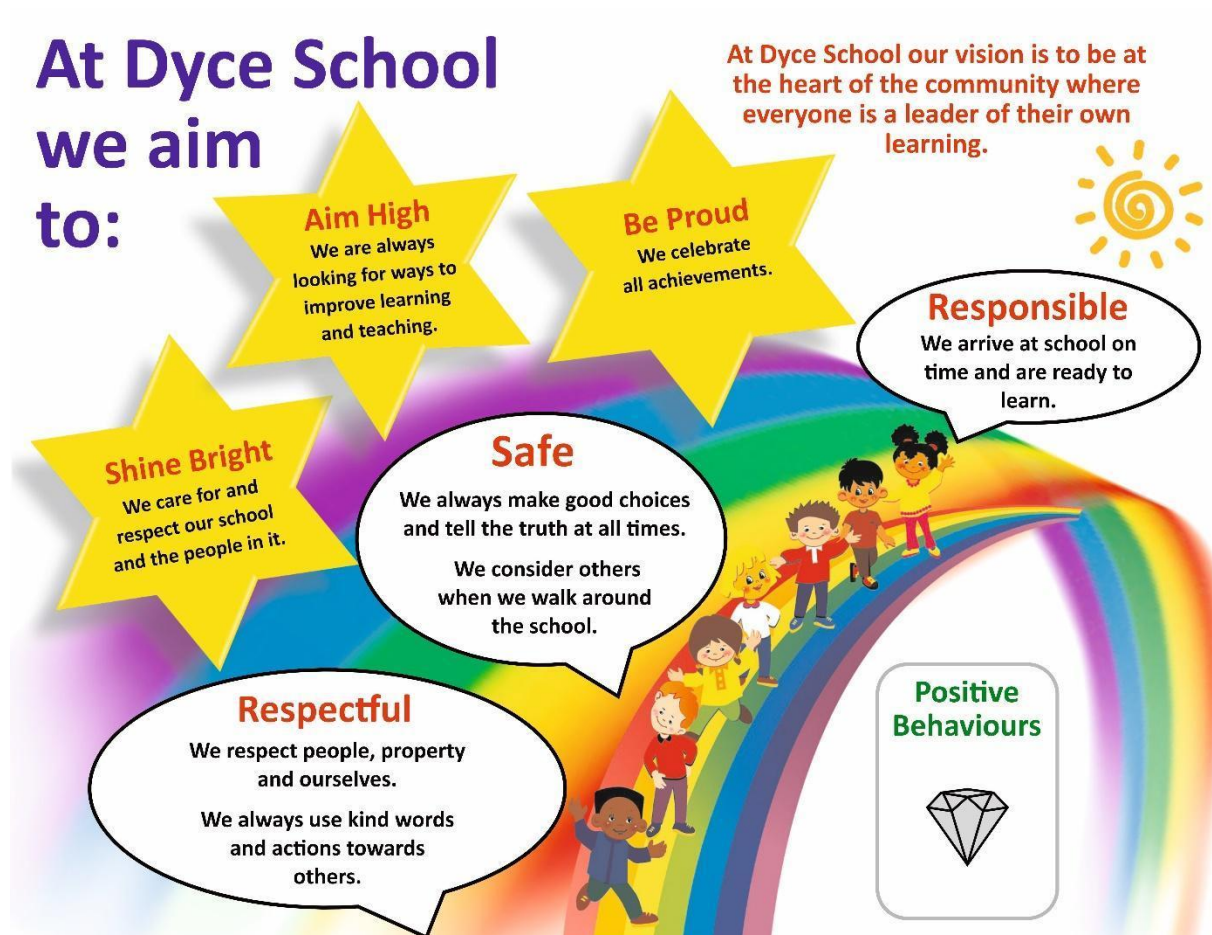
Our Customer Feedback team follows a complaint handling procedure to make sure that every complaint is dealt consistently and quickly as possible.

Tours and Visits to School

If you have been offered or are seeking a place for your child in our school then you are more than welcome to come in and have a tour of the school. Please contact our school office who will arrange a mutually convenient time for doing this. During current restrictions with Covid-19, this will have to be organised at the end of the school day and will not be longer than 15 minutes.

Section Two - School Ethos

Our vision, values and aims



School Ethos

School Ethos is integral to everything about Dyce School. We are committed to providing high quality learning opportunities for all. Our motto is for everyone to “Aim High”. High but attainable standards of work and behaviour are expected and by showing concern for the well-being of the individual, we aim to foster a happy and safe environment. We value positive attitudes, praise and encouragement. We seek to maintain a partnership with pupils, parents and the wider community through effective communication.

Achievement

We believe that it is very important to capture the achievements of our pupils in the widest sense as we recognise that many of these take place outside school. We encourage all pupils and parents to inform us of any achievements they make outside of school through the school office. Achievements are celebrated through the school newsletter, website, classrooms and assemblies. We also have a wider achievement display in our main corridor.

Assemblies

Assemblies are held regularly and are times for the whole school to meet together as well as stages. Not all assemblies are of a religious nature but the moral and social aspect is common to all of them. Children regularly showcase their learning through class assemblies, which allows sharing of learning throughout the school. At present, our weekly assemblies are virtual.

Houses

All staff and pupils belong to a House and can earn house points by being exceptional. These Houses are Crathes, Dunnottar, Glamis and Slains. Siblings are kept in the same houses.



All pupils and staff have the opportunity to earn House Tokens for being 'Exceptional'. These are achievements that are deemed to be exceptional for that particular individual, as we encourage pupils to 'Aim High'. Every House has their own House Captains and Vice-Captains. These children are in Primary 6 and 7 and are voted for.

Each term there is a house winner who receives an in school treat such as a disco or film. The overall winner receives an extra treat in the summer term. Inter-house competitions take place throughout the school year to really ensure that our House System is integral to the life of the school. House T-shirts can also be bought to wear during PE.

Promoting Positive Behaviour

We have high expectations of all our pupils and behaviour is no different. It is hoped that parents and staff will take responsibility for fostering desirable attitudes and standards of behaviour. The school asks parents to co-operate with staff in encouraging their children to adopt a caring attitude towards others and to develop self-discipline.

In general terms the behaviour of our pupils is usually of a high standard. We expect pupils to go to and from school in a sensible way and be punctual for all activities. Pupils are expected to give careful concentration to the work assigned to the class, whether oral, written or practical, and have the appropriate equipment, materials or clothing for the work being undertaken. The emphasis is always on Positive Behaviour management and children are made aware they are responsible for their own behaviour. Adults and children aim to follow our School Values and individual class rules.

In the event of any misbehaviour the appropriate steps are detailed in our Positive Behaviour policy. We are currently developing this Policy to incorporate restorative conversations to support pupils. Further information on promoting positive behaviour and a positive ethos is available from <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Section Three - The Curriculum

[Scotland's Curriculum](#) helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st Century. It places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.



At Dyce School, we work together with our staff, pupils, parents and the wider community to provide a coherent, flexible and enriched curriculum that is adaptive and responsive to the needs of our pupils and which reflects the uniqueness of the Dyce Community. Our learning takes place across four contexts.



Curriculum Entitlements

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to **experience**:

- a curriculum which is coherent from 3 to 18;
- a **broad general education**, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability;
- a **senior phase** after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities;
- opportunities for developing skills for learning, skills for life and skills for work;
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge;
- support to help them move into positive and sustained destinations beyond school.

Curriculum areas

There are eight curriculum areas:

Expressive arts

Health and wellbeing

Languages (including English, Gaidhlig, Gaelic learners and modern languages)

Mathematics

Religious and moral education

Sciences

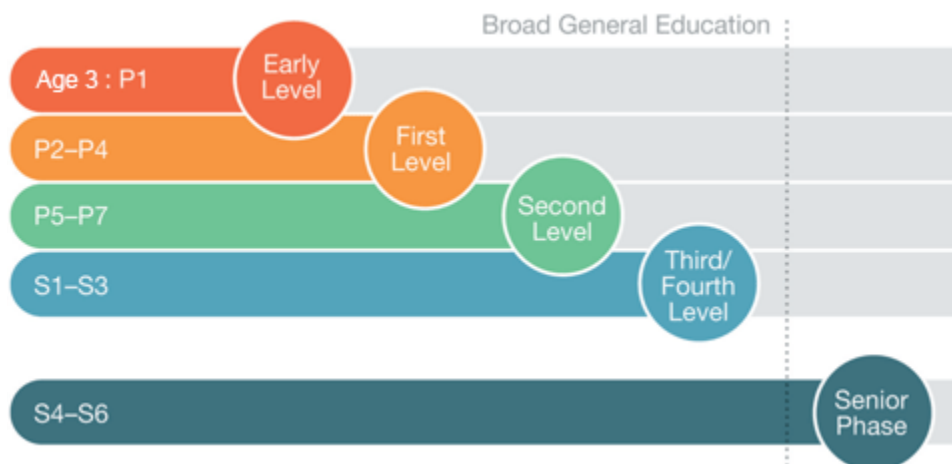
Social studies

Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the 'responsibility of all' staff.

Assessment and Reporting

The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.



Learners will progress at their own pace through the curriculum levels. The content and pace of the curriculum will be adapted to suit the needs of the child. Assessment is an ongoing, cyclical process. Teachers evaluate and assess pupils using a variety of strategies including regular classroom assessments and standardised tests. From this, teachers can track pupil progress and plan next steps.

Teachers meet regularly with colleagues to ensure moderation and consistency of teaching, learning and attainment. Regular dialogue with pupils is an important aspect of assessment where they are involved in shaping their learning journey.

We communicate with parents about their child's learning experiences in a variety of ways; meetings for parents, newsletters, Seesaw, curricular events, shows, groupcalls, Expressions apps, telephone calls and the school website. Each academic year parents are given one written report and have two parent interviews with the class teacher which informs them of progress. Parents are welcome to make additional appointments to speak to the class teacher. Teachers continually assess children so that appropriate interventions or support can be accessed when it is appropriate. As a result of on going assessment learners may receive Support for Learning at various times throughout the year in response to their needs at that time.

The Early Learning and Childcare Curriculum

We aim to provide a secure, stimulating play environment through the provision of equipment, materials and activities which are structured by a teacher, two Senior Early Years Practitioner and Early Years Practitioners.

The Curriculum for Excellence begins at Early Level in the Nursery environment. Early learning in the Nursery is further developed in the Early Stages Department and continuity exists in the experiences provided and the equipment used by the children.

Early childhood is valid in itself and is a part of life, not simply preparation for work or for the next stage in education. Learning is holistic, not compartmentalised under subject headings. We aim to meet the physical, emotional, social, aesthetic, moral and intellectual developmental needs of each child.

In line with guidance contained in **“A Curriculum for Excellence”** and **“How Good Is Our Early Learning and Childcare”**, our programmes aim to facilitate children’s development in Knowledge and Understanding of the world, Physical Development and Movement, Expressive and Aesthetic Development and Communication and Language.

Young children learn through play, their interactions with their environment and with the people around them. Attitudes and behaviour patterns established early in childhood provide the foundation for future social, emotional and educational development.



Section Four - Parental Involvement

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning through supporting learning at home, home school partnership and parental representation.

We welcome parents to come into school to help out as often as possible. Requests for helpers are put out at the start of each school year. Please contact the school office if you would like to offer help in some way.

Homework

Parents are encouraged to support their pupils during homework tasks. They should also sign the homework to show that the child has shared their homework with you. Each class teacher will provide specific guidance on the homework related to their class at the start of each new session. Our whole school Homework Policy Overview will be provided in your child's homework jotter at the start of the year. This allows you to see clear progression throughout the school.

Excursions and trips

At Dyce School we try to create as many opportunities as possible for our pupils to go on educational trips, particularly through Interdisciplinary Learning. These trips would not be possible without parents volunteering to accompany classes on them.

Parent Council

As a statutory body the aims of our Parent Council are:

- to work in partnership with the school for the benefit of the pupils;
- to represent the views of parents/carers (the Parent Forum) on the education provided by the school and other matters affecting the education and welfare of the pupils;
- to promote contact between the school, parents/carers, pupils and the community;
- to report to the Parent Forum on the work of the Parent Council.

Members of the Parent Council as a rule generally have a child in the school. The Chairperson must have a child in the school but the group can decide to co-opt members into the group.

What does the Parent Council do?

As parents and carers, you are automatically members of the Parent Council – everyone is welcome to attend meetings. Even if you are unable to attend meetings you can still get involved by volunteering at events or by providing assistance in school during the day. Alternatively, you might be able to lend your expertise to a specific project or activity, such as project management, grant applications, communication or Bikeability.

How can I help the Parent Council?

At the AGM each year new office bearers are elected by the parent body. The key positions are Chairperson, Vice Chairperson (fundraising), Secretary and Treasurer. Any parent or carer is invited to volunteer for any of these roles. In addition we have a number of sub groups which focus on specific activities such as Fundraising, Bikeability, Communications or Special Projects such as the playground redevelopment.

Where does the money go?

The Parent Council are regularly in contact with the school to identify the type of things that the school would benefit from in order to continually improve our children's education. Our current fundraising focus is on redeveloping the playground to create an inspiring outdoor learning environment for the children.

Here are just some of the things we have done with the money raised:

- New playground and gym equipment
- Donation to each class for Christmas Crafts
- Sound system for the gym hall
- iPads
- Restocking the library
- All school trips.

Your support, however big or small, is so important to supporting the school. We appreciate that it is not always possible to attend meetings but you can still get involved at a time that is convenient to you.

Class Representatives

Each year group has representatives who will feedback any important information from meetings. If you are unsure of who this is then please get in touch with either the school or the Parent Council and we can provide more details.

To get involved with any of these activities or for more information please email: PCDycePrimary@aberdeen.npfs.org.uk, find us on Facebook: @DycePrimaryPC or visit the Parent Council section of the school website.

Social Media Guidelines

The purpose of this guidance issued by Aberdeen City Council is to make us aware of our obligations and responsibilities when using Social Media both towards the school and our children. It is very important that we be made aware of these obligations as Scottish common law states that there is “an implied duty of trust and confidence between the school and the parent council.”

The document acknowledges that Social Media – including sites such as Facebook and Twitter but also group texts and emails – can be a powerful and useful tool in the running of a Parent Council. However, parents and carers are reminded of the risk of posting anything which is negative or emotionally biased.

Here are some of the key issues raised:

Remember that everything you post is traceable.

Consider the long term consequences of what you post and try to avoid posting in the heat of the moment.

There are procedures for schools to follow when dealing with negative comments on Social Media- this can result in police involvement.

Finally, it is our responsibility as parents and carers to ensure we demonstrate the same moral examples we expect from our children:

Section Five - Support for Pupils and Transition Information

Admissions and Enrolment

The school specific information should also be read in conjunction with “Enrolling Your Child in school”, “A Guide to Education, Culture and Sport Services” at www.aberdeencity.gov.uk.

Early Learning and Childcare

Enrolment takes place in January. A child may start the school term after his/her third birthday. The authority advert in the local paper will notify parents that applications will be taken throughout **JANUARY**. Parents should contact the school to complete application forms, taking along their child’s birth certificate. Places are allocated in line with the authority policy and a waiting list is kept for unsuccessful applicants. Priority is given to children who live within the school’s catchment area as per Aberdeen City Council’s Policy. Further details can also be found on the Council website.

Primary & Secondary Zone

All schools in Aberdeen serve a local zone. School zones can be found in a Guide to Education, Culture and Sport Services at www.aberdeencity.gov.uk.

Primary 1

All children who will reach the age of five on or before the start of the new school session in August 2020 should start primary school in August 2020. Children who reach the age of five after the start of the new school session in August 2020, but before the last day of February 2021 may also be enrolled for primary school in August 2020. Please visit the following link to begin the admission process for your child: <https://www.aberdeencity.gov.uk/services/education-and-childcare/starting-primary-1>

Deferred Entry to School

If your child will turn five after 20 August 2020 but on or before 28 February 2021, you may choose not to enrol them at school until August 2021. Children with August to December birthdays are not automatically entitled to an additional year of early learning and childcare. We will only provide a place where there is a sound educational reason to defer. Requests are considered by

a panel in February 2020. The staff at your child's early learning and childcare centre will help you to complete a request form. If you choose to defer entry to primary school and your child has a January or February birthday, the child will be guaranteed an early learning and childcare place in his/her deferred year. You only need to complete a standard application form.

Enrolling in Secondary School

Every household is located in a school zone. If you want your child to attend your zoned secondary school, you don't need to do anything as they will be enrolled automatically if they already attend their zoned primary school.

If your child attends an out-of-zone primary school, they will not be transferred automatically to the secondary school associated with it. Instead, they will be given a place at the secondary school zoned for your address.

You will need to apply for a school place if you:

- want your child to go to a different secondary school than the one zoned for your address.
- are applying for a place after the start of the school year.

Visit: https://integration.aberdeencity.gov.uk/service/School_applications_apply for further information.

All Other Classes

You now need to apply for primary and secondary school places online. You need to do this whether you are applying to start school for the first time or applying to move between schools.

Only a parent or legal guardian can apply for a place at a school on behalf of their child. You should submit one application for each child. If you are applying for more than one school, you can do this on the same application form by visiting: <https://www.aberdeencity.gov.uk/services/education-and-childcare/apply-school-place>.

Support for Pupils

Additional Support Needs

Dyce School provides a fully inclusive educational environment. For some of our pupils, their needs are met through team teaching, shared time within the mainstream classroom and further intensive support being given through our Enhanced Provision. Interval and lunchtime periods allow further integration in a social situation. In addition, we also make provision for children with additional support needs, which may range from physical learning to behavioural.

A child has Additional Support Needs if they need extra support, compared with their peers, to get the most out of school. This does not just mean doing well academically but also covers help with other aspects of being at school. For example, they might need support with developing confidence or making friends. It is important to remember that the way in which something affects one child can be very different from the way it affects another. Also, additional support is not fixed and can vary in terms of the duration that this is required. Examples might include: difficulties with family circumstances e.g. family breakdown, bereavement, illness, etc; disability or health issues; having English as an additional language; social and emotional difficulties; being particularly gifted.

Most children with additional support needs follow a curriculum, which is adapted to their needs. Communication and consultation between home, school and any other agencies involved with the child, are the keys to effective inclusion of children with additional support needs. For some children an Individualised Education Plan (IEP) or Child's Plan will be created.

School Doctor

The School Doctor's input could be requested to support in a variety of ways and appointments take place to meet any medical needs your child may have.

Speech & Language Therapy (SALT)

Following consultation with parents/carers we may feel that there may be a time when your child would benefit from a referral being made to SALT. They design individual programmes to meet the language and speech development needs of the child.

Educational Psychology Service

The school's educational psychologist works in partnership with school staff to help children and young people achieve their full potential. The educational psychologist supports this by offering schools a number of services including training, research, project work, intervention work, assessment and consultation.

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change. The educational psychologist may also spend time observing in the classroom or playground to support teachers in assessing how different circumstances and teaching approaches affect learning and behaviour.

When concerns persist, the school and educational psychologist may feel that a more formal meeting would be helpful. If the concern is about a child, the school will ask for the parents' or carers' permission to hold a consultation meeting. This is a problem-solving discussion led by the educational psychologist, with parents or carers, school staff and sometimes other people who can helpfully contribute. The child or young person can also be supported to attend the meeting or contribute in some other way if appropriate. The aim is to agree a plan of action to bring about positive changes for the child or young person.

If parents or carers have concerns about their child's education it is best to share them with school staff first, as most problems can be solved in school without the involvement of an educational psychologist. School staff will contact the educational psychologist if they feel that he/she would be able to help. It is possible for parents/carers to request the involvement of an educational psychologist by contacting the Educational Psychology Service directly. However, where possible, it is best to seek the involvement of an educational psychologist with the help of school staff.

Transitions

We take great care to make transitions from Early Learning and Childcare to Primary, from stage to stage and from P7 to Secondary a positive, smooth process.

Starting Early Learning and Childcare (ELC) and transition to P1

There are Induction Meetings during the summer term for parents of ELC and Primary 1 pupils. These meetings will give parents information about Dyce School Nursery and the induction process for both stages. Parents will be able to meet staff and have a look around the school.

For all ELC children, there is a stay and play session after school where parents and their children can come along and have fun in our nursery. This will give the children an opportunity to meet each other and the ELC team.

There is a programme of activities for the ELC children at Dyce who are moving into Primary 1. These include:

- playing in the Primary 1 areas;
- visiting the Dining Hall for snack;
- meeting and playing with buddies;
- playing in the playground at break;
- opportunities for parents to accompany their child for school dinner at the start of Primary 1.

For children who do not attend our ELC setting, a member of staff will visit all city ELC settings to meet the child in their setting and speak with the staff and share transition information. There is a City wide sharing of information from the children's report to transition information sheets to ensure continuity and progression.

Primary 7 to Secondary 1

This is a very exciting milestone in a primary pupil's education and we recognise that it can also be an anxious time for pupils and parents. There are clear procedures in place for transitions to any new academy, whether it is Dyce Academy or otherwise, to ensure that any worries are addressed and pupils are familiar with the new school building, prospective teachers and future peers. A calendar of key events is in place for schools to follow and all important information is passed on as appropriate.

Riverside Drive

Dyce

Aberdeen

AB21 7NF

Tel. No. (01224) 725118

Stage to Stage

As pupils move through the school, there are clear processes in place for pupils as they progress from Nursery to Primary 7. All teachers ensure that there is a detailed handover of important information about individuals. Pupils also get the opportunity to meet their new teacher before the end of term. Where a pupil is moving to another school, all information regarding the pupil is passed on as appropriate.

Additional Transition

Some pupils require additional support with transitions between stages. Each pupil will be supported as appropriate and, when appropriate, meetings will be set up to discuss these with parents.

Enhanced Provision – Aberdeen City Council

The Authority is committed to inclusion and the Presumption of Mainstreaming, as set out in the Standards in Scotland's Schools Act 2000. It is the aspiration of Education and Children's Services to utilise its resources and expertise to ensure that almost all children can be supported in their learning within their local school. This will be a gradual change which will ensure, where possible, that children will no longer have to travel away from friends and family to access the support they need.

All primary and secondary schools can already provide interventions for children and young people with additional support needs. Schools can access expertise from a range of specialist services including Educational Psychology, Sensory Support, English as an Additional Language and Autism Outreach. A very small number of children may require access to more specialised provision for a period of time or access to a Special School Placement. As a parent or carer you will be fully involved in decisions about your child, your views are invaluable in helping us design appropriate supports.

Schools operate a staged approach to supporting learners. The Staged Intervention Framework is used to help identify potential barriers to learning and participation, and plan effectively. If your child is recognised as being in need of targeted support, a Child's Plan will be put in place. Parents, pupils and agencies supporting your child will help develop and review the plan to make sure that it is supporting your child. Levels of support within the staged intervention framework are categorised as below.

Universal support: support delivered by the class teacher through effective differentiation. When appropriate the class teacher will be guided by other professionals in school with particular expertise.

Targeted support: support delivered by the class teacher and other school staff. When appropriate, support will be provided by support services across Education and Children's Services.

Specialist/ Multi-agency support: support delivered by the school and others, which is likely to be highly individualised.

Support given may be short term or longer term, but will be reviewed on a regular basis to make sure your child is making good progress.

Section Six - School Improvements and School Policies

Quality Assurance and Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. The Standards and Quality Report measures performance against a set of national quality indicators and includes information about the main achievements of the school. The report evaluates progress on the school's previous year's improvement plan. The school gathers feedback on progress through a variety of processes such as questionnaires and surveys.

School Improvement Plan

The school prepares an annual Improvement Plan following consultation with the Parent Council, Parent Forum, pupils and staff. These are submitted to the authority and available through newsletters and the school website.

Standards and Quality Report

A report is produced annually about the school and its performance. This is available from the school website or from the school office.

Policies

All our school policies are continually being updated and the most recent updates can be accessed through our school website: <http://dyceschool.edublogs.org/the-school/schoolpolicies/>.

If you would like to access Aberdeen City Council's policies then these can be found the Council Website.

Anti-Bullying Policy

We have an Anti-Bullying Policy which is put into practice by all staff and pupils. We want our pupils to feel secure and happy at school and so we aim to create an ethos in which everyone understands what bullying is, actively disapproves of it and takes action to stop it. Pupil Support Assistants and buddies encourage co-operative play. Children are helped to become aware of what bullying is through assemblies, drama, circle time and discussions in the classroom setting.

Section Seven - Practical Information (A-Z)

Child Protection

The protection of the children in our care is of paramount importance to us. Schools are required to report if they think any child or young person has come to harm as a consequence of possible abuse. The **Head Teacher** is the named person with responsibility for Child Protection matters. Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school. As a school we have good contacts with medical officers, social workers and the police – any or all of whom may be involved if abuse is suspected.

We will always ensure that you are informed and participate in any action that we may initiate regarding your child. However, where there is a possibility that a child may be at risk, the school is required to refer the child to social work, the police or the Children's Reporter and under these circumstances, the parent may not be contacted first.

Class Sizes

The Scottish Education Department Regulations recommend that the maximum class size is 25 in P1, 30 in P2 and P3 and 33 in P4-7. Our policy is to create as favourable pupil/teacher ratios as can be achieved within current staffing guidelines. Often, it is necessary to create a mixed age class or classes (composite classes). In the creation of a composite class, every consideration is given to the social, emotional and educational needs of individual children. The maximum size of a composite class is 25 pupils and children are taught with regard to their own educational requirements. A leaflet with different questions surrounding composite classes is distributed to any pupil who will be placed in a composite class. These leaflets can also be obtained from the school office on request.

Data Protection

Local Authorities and the Scottish Executive Education Department (SEED) collect data on each child. The data collected and transferred covers areas such as entitlement to free school meals, whether a pupil is looked after by his/her local authority, date of birth, postcode, etc. Pupil names and addresses are collected by the local authority but are not passed onto SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for research and statistical purposes only. Providing national identity and ethnic

background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data.

The collection, transfer, processing and sharing of data is done in accordance with the Data Protection Act (1998). We also comply with National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

Domestic Pets

It is Aberdeen City Council's policy that no pets should be allowed into any part of the establishment and this includes playgrounds and car parks. Please ensure you do not take your dogs into the playground or near to the gates as some children are scared.

Educational Visits

Educational visits are vital learning experiences to enrich the curriculum. We are fortunate to be located in such an inspiring environment! We will regularly visit the park and surrounding area throughout the year. Parents are requested to sign a permission slip at the start of the session allowing their child to work spontaneously in our surrounding area. Where excursions require transport, you may be asked to make a contribution towards the cost. The Parent Council are committed to subsidising outings in negotiation with the school at the start of the term. We aim to monitor costs incurred by these visits and should you require help with payment, please do not hesitate to contact a member of the leadership team (see page 7).

We are committed to using external providers and the outdoor environment to ensure a rich tapestry of opportunities is provided as part of your child's learning. The preparation for an excursion includes a detailed risk assessment by the teacher to ensure your child's safety. We welcome any parents who are able to assist on any visits throughout the year.

Emergency Closure Procedures

In the event of adverse weather conditions parents should listen to the local radio for information as to school closures. The Aberdeen City Council website will also display information about school closures. This information will be updated daily. Parents can access this at: www.aberdeencity.gov.uk/closure. The Aberdeen City Council School Information Service line can also be used by calling **0870 054 1999**. The pin number for Dyce School is **011310**.

If weather conditions deteriorate during the day, or if there is a power failure, storm warning or such, the Head Teacher may make a decision to close the school. Parents will be contacted and may be asked to make arrangements for their child to be collected. We ask that you keep Emergency contact details up to date for this purpose. Whenever possible, we will try to send out a Group Call to alert parents this way.

Emergency Contacts

It is essential that parents provide the school with their daytime contact telephone number and with the address and telephone number of a neighbour, relative or friend who may be contacted if parents are unavailable, should a child become ill or have an accident. It is vital that parents keep the school informed of any changes to these contacts. It is very distressing for staff and pupils if a child needs a parent and we are unable to contact them.

Active Schools

Active Schools is a national initiative that aims to get “More Children, More Active, More Often”. Active Schools is funded by Sport Scotland and Aberdeen City Council and is managed by Sport Aberdeen. We work closely in partnership with Active Schools who organise a host of sporting opportunities for children of all ages to become involved in. More information can be found at: <http://www.sportaberdeen.co.uk/activities/kids/activeschools/active-school-groups/dyce/>.

Fire Drill

Fire Procedures are displayed prominently throughout the school. A Fire Drill is held once a term and all visitors to the school are asked to familiarise themselves with these procedures and the location of fire exits on entry to the school.

First Aid

School staff will administer basic first aid to pupils who are hurt. We have qualified First Aid Staff within the school and in the event of any first aid being administered a slip will be sent home for parents to sign and return to school. Parents will be informed if a child suffers a head knock or if the qualified First Aid staff feel that professional help and advice should be sought.

If a child becomes unwell in school, their parent or emergency contact will be informed should the child need to be taken home or need medical attention.

Health Issues

Great emphasis is placed on the health, welfare and safety of the children. Dyce School is a Health Promoting School. Through our teaching and learning programmes we aim to promote the health, fitness and wellbeing of every child. We endeavour to promote healthy lifestyles and equip the children to make informed choices about their own health, fitness and wellbeing. We encourage the children to bring a healthy snack to school every day.

The school nurse, based at Dyce Academy, is our first point of contact to support you with health matters concerning your child and family. Other medical professionals routinely carry out checks on children. If necessary parents will be advised of any requirement for further investigations e.g. referral to the eye clinic, dentist, or G.P. A parent's permission is required for a medical examination. The information is confidential between the parent(s) and medical officer. The school is not routinely informed of any medical matters affecting your child. Parents are requested, however, to inform the school about any relevant medical conditions which might affect the child's educational experience at the school.

Head Lice

Please ensure that you regularly and routinely check your child's hair for head lice. If you should find any please treat with the solution recommended by your Pharmacist. The school must be informed of any infestation.

Homework

We have a whole school homework overview that will be shared with you in your child's homework jotter at the start of the year. All pupils will have some work to complete every week, which develops lifelong learning skills. Homework should be well explained to the children by their class teacher, be related to class work and matched to the needs and abilities of the individual child. We hope parents will support and encourage their child to complete any homework set. Work may consist of Literacy activities such as reading, spelling or comprehension work; Numeracy activities such as problem solving, number bonds and learn its or consolidation of class work. Our Homework Overview is available on the school website.

Insurance

No insurance cover is held by Aberdeen City Council to provide automatic compensation to pupils in the event of personal accident or death. It is the parents' responsibility to insure their child if they feel it is appropriate. Aberdeen City Council holds Third Party Liability insurance which indemnifies the Council for claims from Third Parties who have suffered illness, loss, injury or damage arising from the negligence of the council or its employees. This information is brought to parents' attention in order that they may take whatever action they feel appropriate.

Internet

Every classroom in school has access to the internet. Our Digital Technology Acceptable Use Policy applies at all times, in and out of school hours, whilst using school equipment. Parents and older pupils are expected to sign an Acceptable Use Policy agreement on admission to school. We aim to increase internet safety as well as instilling a responsible attitude to using technology in children. Our Police Liaison Office also works with Primary 6 and 7 pupils on using the internet responsibly. We have a class set of iPads and Chromebooks, which classes are able to use to support learning. Using Digital Technology across the curriculum is a hugely important part of the learning opportunities provided to children at Dyce School.

Lost Property

All items of lost property are kept in each unit. We strongly advise that all items of removable clothing are named. Lost property is usually disposed of at regular intervals throughout the school year. Advance notice of this disposal is given to pupils and parents so that checks can be made on potential lost items.

Medication in School

If a child needs to have medication during the school day ideally we would recommend that either the child goes home at lunchtime, or a parent comes to school to administer the medicine. Where this is not possible, parents are asked to complete a written request, available from the school office or it can be downloaded from the school website, that will be attached to the prescribed medication. Medicines sent to school without such documentation will not be administered.

In the case of children suffering from asthma, parents need to inform the school of any restrictions that need to be applied and any medication that has been prescribed for routine as well as emergency treatment. Children who are

asthmatic should have an extra inhaler kept in school for their use. Written instructions are required as to how and when these should be used. Parents are also requested to ensure that any such inhalers are replaced annually. Parents of children who suffer from epilepsy, diabetes or anaphylactic shock are required to inform the school of the appropriate emergency treatment. In such cases a written protocol will be compiled and signed by all relevant parties.

Money

When sending money to school, parents are asked to ensure that it is in a sealed envelope or bank bag and has the child's name on it as well as the reason for it being sent to school. It is recommended that whenever possible cash should not be sent to school. Cheques are preferred and should be made payable to "Dyce School" or "Aberdeen City Council" for school lunch cards.

Musical Instrument Tuition

Instrument tuition is extra to the curriculum and involves release from normal class. The tutors involved select pupils and the number selected depends not only on aptitude but also on availability of tutors and instruments. Fees are paid directly to Aberdeen City Council and parents are billed appropriately.

Parking

Parents are reminded that we actively encourage children to walk or cycle to school to avoid congestion and traffic in the school area. We request that parents reverse park when parking in the car parks and do not obstruct other vehicles. Cycle racks are available for pupils to store their bikes. These should be padlocked securely and pupils leave these at their own risk. Please be respectful of those who live near the school when parking for school events. Blocking drives and parking disrespectfully gives us a bad reputation. Only disabled badge holders should park in the disabled spaces. Please note that the car park behind the school is for staff only.

Personal Belongings

We request that children leave all items of value at home, including mobile phones and smart devices. If you feel your child needs to take a mobile phone with them to school, you should contact the school. It is essential to name all items of clothing and personal belongings (see Lost Property). For safety reasons pupils should wear minimal jewellery to school and items must not be worn during PE lessons.

Photographs / Videos / Digital Images

The school photographer visits the school annually to take photographs of class groups as well as individual and sibling groups. Information about dates, costs and arrangements is sent home in newsletters. In addition, school staff will often photograph children in class, on excursions, taking part in sports, etc. These images can be displayed in class, on display boards in school and on the school website. Written parental permission to display these photographs is required. Permission slips are issued to all new entrants and are available from the school office.

Road Safety

Aspects of road safety are taught regularly throughout the school. From Nursery to Primary 7 good road sense is reinforced. Visitors from the Road Safety Unit and Police help the children develop good traffic sense. They are encouraged to use crossing patrollers if necessary. In Primary 6 children are offered the opportunity to receive Bikeability training. It is important that parents set good role models for children by observing safety rules in particular when collecting/dropping off children by never parking/stopping on the yellow zig zag lines outside the school.

School Holidays

Details of Term/Holiday/In Service Days are sent home in the regular termly class newsletters and also appear on the Council website (see below). We actively encourage holidays to be taken during holiday time thereby avoiding unauthorised absences from school.

http://www.aberdeencity.gov.uk/education_learning/schools/scc_SchoolHolidays.asp

School Meals

School meals are available every day and are prepared by the kitchen staff on site. All Primary 1 to Primary 3 pupils in Scotland are entitled to a free school meal. We use the cashless system for School Meals. Parents make payments through the council and pupils then use their card to select their meal each time they are having a school meal. Information about free school meals is available from the school office.

Children who bring a packed lunch should remember to label their packed lunch box with their name and class.

Security

Aberdeen City Council has installed secure door entry systems in all primary schools. Parents and carers should note that their point of access to the school is by the main entrance only. Children arriving late must report to the school office. All staff in school wear photographic identity badges. All volunteers also wear ID Badges. DISCLOSURE SCOTLAND has screened all parents who help regularly in class. Your child's safety and security are our priority.

Transport

Transport is provided to and from school for children, in the school catchment area, who live beyond the statutory walking distance. Application forms for free transport can be obtained from the school office. Parents of pupils who live out with the school zone are responsible for the transport of their children.

Uniform

We expect pupils to be neatly and suitably dressed at all times. There is a school uniform and we actively encourage our pupils to wear it. The uniform is:

- School sweatshirt/cardigan - Red P1-3 / Blue P4-7;
- White polo shirt;
- Black/dark grey trousers, shorts or skirt;
- Dark grey pinafore or red/blue gingham dress;
- Indoor shoes must be brought for pupils to change into (we take pride in our school and this avoids mud being trailed in);
- House coloured t-shirt, black shorts, gym shoes/trainers with non-marking soles for PE; and
- A waterproof coat.

Our School uniform is available online from Tesco or from The Dugout on George Street. Coloured PE t-shirts to match the School Houses are available from the school office.

Other Clothing Requirements

Art/craft: A long sleeved overall or old shirt for creative activities is essential.

Schoolbag: A waterproof bag of a reasonable size will be needed for carrying books. It is essential to name all items of clothing and personal belongings.

Clothing Grant

A clothing grant is available to families in need. Information and forms can be obtained from Aberdeen City Council or from the school office.

Wet Weather Procedures

At the start of the day pupils should not arrive too early as there is no supervision in the playground or in the units before 9am.

Children are expected to be outdoors at morning break and after they have finished lunch. Parents should ensure that their children come to school adequately attired for our normal variable weather. The Head Teacher will decide if and when children will be accommodated indoors. It is expected that all pupils keep a 'wet playtime' activity in school. This could be a novel, colouring book or quiet game. Each classroom also has some appropriate activities.

Our School Handbook is updated annually to reflect the life of the school. We make every effort to ensure that the information you receive is up to date. All information included within this Handbook was accurate when published in December 2020.

If you have any suggestions of what should be included in this Handbook to make it more informative then these would be much appreciated.

