

Hanover Street School



School Handbook



Hanover Street Primary School
Beach Boulevard
Aberdeen
AB24 5HN

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Fax: 01224 589116
Nursery Mobile: 07741236509

e-mail: hanover@aberdeencity.gov.uk
website: <http://hanover.aberdeen.sch.uk/>

School Information Line: 0870 054 1999, Pin Number: 011390

Dear Parent

Welcome to Hanover Street Primary School. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us. We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at our school.

The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

This handbook has been designed to inform parents of as many aspects of life at Hanover Street School as we can and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012.' We hope that you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

We aim to help every child reach their own individual potential by fostering their all-round development. As a parent/carer you are the main educator in your child's life and we can only be successful in our work with your involvement, co-operation and support.

We look forward to working with you and your child over the coming years.

Yours faithfully

Deborah Moir
Head Teacher

Please note:

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

***As of August 2015, Deborah Moir has been seconded as a Quality Improvement Officer until June 2016. Acting in her post in the meantime is Mr Peter Gibb, until December 2016, and then Mr Alan Markey, until June 2016.**

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

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Section 1

General School Information

SCHOOL CONTACT DETAILS

Acting Head Teacher: Mr Peter Gibb (until Dec. 2016), Mr Alan Markey (from Jan. 2017)
School Name: Hanover Street School
Address: Beach Boulevard, Aberdeen, AB24 5HN
Telephone Number: 01224 569880
School Email Address: hanover@ aberdeencity.gov.uk
Website Address: <http://hanover.aberdeen.sch.uk/>

Type of School – Hanover Street School is a Primary school with nursery.

Denominational Status – Hanover Street School is a non-denominational school.

The school is co-educational, providing education for both boys and girls. It does not teach by means of the Gaelic Language.

Information Line: 0870 054 1999

Pin Number: 011390

This line is for listening to messages only. Please do not use this line to leave messages for the school.

Adverse weather and emergency closure – <http://www.aberdeencity.gov.uk/closures>

Please see pages 16 or 17 for further information regarding adverse weather and emergency closures.

Quality Improvement Officer

Mr Mark Hearn
Marischal College
Business Hub 13
Level 2 North
Aberdeen
Tel: 01224 523124

THE SCHOOL AND ITS CONTEXT

Hanover Street School is located in the east of Aberdeen and lies in the east of the Harlaw Learning Community. The area includes Aberdeen Harbour in the South and coastline along the East. It has approximately 5737 inhabitants. The age breakdown for the residents of Hanover shows there are more of working age and less children than in the City as a whole. Deprivation levels are higher than the city average. Hanover has a Community Centre and Community Learning is supported in the area by Hanover/City Centre Community Learning and Development.



The school is part of the Harlaw Associated School Group, which consists of 4 Primary Schools (Broomhill, Ferryhill, Hanover Street and Kaimhill), and 1 Academy (Harlaw Academy). Children living within the Hanover Street School catchment area are zoned for transfer to Harlaw Academy once they complete Primary 7.

Hanover Street School is a non-denominational school. The school was first opened in 1900 and in 2006 a major refurbishment project was undertaken. In February 2009 the staff and pupils moved into a building fit for education in the 21st century. We now have a modern building in a Victorian shell. All class teaching areas are contained within one four storey building including library areas and an ICT suite. The school roll is subject to constant change.

The school management team consists of a Head Teacher and one Depute Head Teacher.

The school roll for session 2016/17 currently stands at 220 for primary one to primary seven pupils, plus 80 nursery places. A staff list and class allocation can be seen in section 5.

The Nursery is staffed by one teacher, one Senior Early Years Practitioner (full-time), and five Early Years Practitioners (two full-time and three part-time).

A P.E teacher visits the school two days a week. Support is also provided by the English as an Additional Language Unit (EAL). Support for Learning (SfL) is provided in literacy and numeracy by our SfL teacher and Pupil Support Assistants.

The school also has instruction for a variety of musical instruments from Music Instructors. The pupils are supervised in the playground by Pupil Support Assistants.

There is currently a Parent Council and the school also has close links with the Salvation Army and has regular input from the Army Captains who are our school chaplains.

HMIE last inspected the school in 2007, with a follow up visit in 2009.

VISITS OF PROSPECTIVE PARENTS

Prospective parents can contact the School Office and request an appointment to come and visit the school/nursery and meet with the Head Teacher/Depute Head Teacher. During this visit you will be given a tour of the school/nursery and have an opportunity to ask any questions and discuss any particular needs for your child(ren).

ADMISSION/ENROLMENT

Nursery Admissions

Every child is entitled to a free part-time education place at the start of the term following their third birthday.

There are 80 places available in Hanover Street School Nursery. Places are allocated by the Early Years Team at Frederick Street, in accordance with Aberdeen City Council Policy. Priority places may be given to children with additional needs in accordance with the Children Scotland Act.

Information regarding enrolment is publicised in the local press early in the calendar year and communicated to parents through the school bulletin/newsletter. Pupils who attend our nursery have access to a range of educational resources and experiences as part of the school, and will be included in any “school experiences” which are age appropriate.

Primary Admissions

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in the middle of August. Parents of children born between the start of the school year and the last December are able to request an additional year of publically funded part time pre-school education but these requests are at the discretion of the local authority. Decisions about these deferred entry requests are made by a multi agency panel in February each year. Children whose birthdays fall in January or February may choose to defer to Primary 1 following consultation with the school. Details of the enrolment dates are advertised in the local press.

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

SCHOOL ZONE

A map showing the school zone/catchment area (which was updated in 2016) is included at the back of this booklet. Children who live within the school catchment zone are automatically entitled to a place in school. Please use the zone map to check whether or not you live within the Hanover Street School catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to seek admission to the school. The main point to note is that out of zone admissions are not guaranteed and pupils out of zone are not entitled to free transport. They are also not guaranteed a place at Harlaw Academy and parents would need to submit a further placing request before transition to S1.

ORGANISATION OF THE SCHOOL DAY

Nursery

Morning class: 8.30am - 11.40am Afternoon class: 12.20pm – 3.30pm

There is a staggered pick up and drop off time of 20 minutes for each nursery class. Morning class drop off is between 8.30am – 8.50am and pick up is between 11.20am – 11.40am.

Afternoon class drop off is between 12.20pm-12.40pm and pick up is between 3.10pm-3.30pm.

It is important that children do not arrive before or after these times.

Primary

Primary 1	Primary 2 & 3	Primaries 4 - 7
9.00 – 10.30am Morning Break 10.30 – 10.45am Lunch - 12.15pm Afternoon - 1.30 - 3.15pm	9.00 – 10.30am Morning Break 10.30 – 10.45am Lunch - 12.30pm Afternoon - 1.30 - 3.15pm	9.00 – 10.30am Morning Break 10.30 – 10.45am Lunch - 12.00noon Afternoon – 1.00 - -3.15pm

SCHOOL UNIFORM

The wearing of school uniform is encouraged. Listed below are recommended items for school wear.

The school colours are **grey/navy** and the basic clothing should consist of:

- Girls - polo shirt, blouse, skirt, pinafore, trousers - grey/navy/black - jumper, cardigan - grey/navy
- Boys - polo shirt, shirt, trousers, shorts - grey/navy/black - jumper - grey/navy



Some of our fantastic pupils proudly show their uniform!

School fleeces, sweatshirts in blue with school logo and polo shirts suitable for boys and girls can be ordered online at <http://www.tesco.com/direct/ues/>

There is an expectation that pupils wear these colours from Primary 1 to Primary 7. An overall (old shirt) is recommended for art.

P.E. CLASSES

Shorts should be worn with a T-shirt. Slip on gym shoes are best, with non marking soles (not trainers). On gym days younger children are encouraged to wear clothes they can easily

change, e.g. tracksuit. Jogging trousers and trainers may be worn for outdoor activities. All clothing and footwear should be marked with the child's name or initials.

PUPIL BELONGINGS - VALUABLES/JEWELLERY

Valuable possessions (including toys) should **not** be brought to school unless parents are prepared to accept the risk of damage or loss as the school is not insured for these purposes. Pupils are discouraged from wearing jewellery for health and safety reasons. Stud earrings are permitted but any other form of jewellery is not advisable. It is stressed that these measures are taken to ensure the safety of the children in our care.

ARRIVAL AT SCHOOL & PLAYGROUND INFORMATION

Children should not arrive at school more than 15 minutes before the start of the school day. For pupils to reach their full potential, it is important that they arrive in time to come into school with their class ready to start the school day.

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



During lunch/break times children will be expected to play outside unless the weather is excessively icy, wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year.

In accordance with Aberdeen Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground nor throw snowballs.

At the end of the school day, P1 – P3 pupils should be collected outside the early stages pupils' entrance. Please ensure your child knows who he/she is going home with if you are unable to collect your child. For health & safety reasons, dogs are not permitted in the school grounds.

SCHOOL OFFICE

The school office is manned from 8.30am –12.30pm & 1.30 – 3.15pm
The school has an answering machine for leaving messages.

Any visits to the school in person should be made through the main entrance and all visitors should report to the School Office. In line with Aberdeen City Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

SCHOOL MEALS

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required. You can purchase tickets by providing your child with the money on a Monday, or the first day of the school week, in a sealed envelope with clear instructions about number of tickets to be purchased along with your child's name and class. Should a child forget his/her dinner money, they will still receive a school dinner and you will be contacted regarding payment.

All pupils in Primaries 1 - 3 are entitled to free school meals. Some pupils in Primaries 4 -7 may also be entitled to free school meals. Please contact the School Office for further information. School Meal Menus are available on the school website.

Please make cheques payable to **Aberdeen City Council**. Children are encouraged to eat all of their lunch, but not forced. Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.



Aberdeen City Council use a 4-weekly cycle menu. More information can be viewed on <http://www.aberdeencity.gov.uk/schoolmeals/>

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so.

Children who require medically prescribed or modified diets, with parental/guardian assistance, should be identified during the admission process.

The school aims to encourage young people to enjoy food which is both attractive to them and nutritionally sound whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

“PLAYPIECE”

Children can bring a snack to school for their “playpiece”. As a health promoting school, we encourage healthy options. Children should not share their playpiece with others in the playground as they may inadvertently cause another child to have an allergic reaction. (E.g. nut allergy – resulting in anaphylaxis)

PUPIL ATTENDANCE & ABSENCE PROCEDURES

In recent years increasing attention has been paid to issues of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

It is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeen City Council has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

Parents are responsible for ensuring that their children attend school regularly and arrive on time. Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents

are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised. Parents are asked to assist school staff in the manner detailed below:

If your child is unable to attend school through illness/other reasons please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.

If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.

When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.

On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised." Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams.

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must request permission from the Head Teacher. On most occasions this will be recorded as unauthorised absence. Parents

are asked to limit the number of holidays taken during term time, to minimise disruption to the children's education. For annual holiday dates for Aberdeen City schools please see the section at the back of this book or contact the school office.

Under normal circumstances we do not send work home in the case of absence.

For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place outwith the school day.

COMMUNICABLE/INFECTIOUS DISEASES

When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed.

Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long children need to be kept at home and not sent to school either contact the school office or go to www.nhsgrampian.co.uk .

HEAD LICE

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

ASTHMA INHALERS

Parents of children who carry their own inhalers should supply a spare named inhaler just in case your child's inhaler is lost or misplaced.

GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

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

Parental Role

We would like you to:

- Ensure your child wears appropriate outdoor clothes throughout the winter.
- Decide whether it is safe for your child to travel to school in bad weather.
- Provide the school with information about emergency contacts to whom your child can be sent at short notice if you are not available. Also tell the Head Teacher about any changes to this information and to your daytime contact details.
- Provide the school with a bad weather address within safe walking distance of the school.

When will schools be closed?

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

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

If the school or nursery 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.

Information on School Closures

Outwith school hours, your local radio station is a good place to find information on school closures. The following radio stations receive updated information every 15 mins from the Aberdeen City Council website:

Northsound 1

FM 96.9 Tel: 01224 337000

Northsound 2

MW 1035 kHz <http://www.northsound2.com>

BBC Radio Scotland

FM 92.4 - 94.7MW 810 kHz <http://www.bbc.co.uk/radioscotland>

Original 106 FM

Tel: 01224 293800 <http://www.originalfm.com>

Aberdeen City Council's Website

<http://www.aberdeencity.gov.uk/adverse>

School Information Line

Tel: 0870 054 1999 then key in Pin Number 011390.

If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

Please note: Call charges to the School Information Line will depend on your contract with your telephone service provider, for example, calling from your home telephone may differ in price from calling from your mobile phone.

Contact Details

It is vital that parents keep us informed of up to date telephone contact numbers – home, work and local emergency contact(s) so that we can be sure of reaching you in any emergency situation.

Parking

There is only one car park at the front of the school. The school advises that both parents and visitors should not park in the car park unless a parking space is available. We would also advise exercising extreme caution when parking and turning in the car park, especially on wet days. For safety and legal reasons, cars should not turn near the car park nor park at the rear of the school or on the yellow zig-zag lines at any time.

Section 2

Curriculum and Assessment

SCHOOL ETHOS, AIMS & VALUES

Hanover Street School Aims and Statement of Values communicate our philosophy and beliefs for the Hanover Street School Community.

Vision Statement

Hanover Street School's aim is to create a welcoming, friendly, happy and safe environment to enable our children to achieve to their full potential and become successful learners, confident individuals and responsible, effective contributors to society.

School Aims

Our School Aims are:

- to provide a welcoming, caring and friendly environment where children feel happy, safe and secure.
- to provide challenging and appropriate learning experiences to promote successful learners within a full and balanced curriculum.
- to promote responsibility, fairness, honesty and respect for others to enable children to become responsible citizens.
- to develop communication, co-operation, perseverance and resilience to create effective contributors to society.
- to encourage and develop good relationships between children, parents, staff and the wider school community.

Through effective teamwork and open lines of communication, and in partnership with parents, we shall work towards the realisation of these aims.

We place a high importance on pastoral care within Hanover Street School. Our children are nurtured and cared for well by all of the school staff. Pupils are encouraged to be confident, self-assured and to cope well with meeting and talking to visitors

There are strong community links within the school; we also work in partnership with our families, local residents and nearby businesses. The central position of the school allows staff and pupils to benefit from the use of many varied facilities within walking distance of the school. Classes regularly visit the beach, The Lemon Tree, The Arts Centre, The Central Library, Aberdeen Art Gallery, The Maritime Museum and Aberdeen Sports Village to mention a few.



Classes work with Morrison's Supermarket, one of our strong Community links.



P1-3 use the Salvation Army's Citadel to perform in for their annual Nativity Show

Local people are often invited into school to share their knowledge with the children. We have sport specialists who run after school clubs and close links with local church bodies who are frequently involved in our weekly assemblies.

We enjoy celebrating success in our school. This is achieved in the classroom through praise and with appropriate rewards, at regular assemblies where the whole school is made aware of any good news and through newsletters and notes home to parents.

Through all of the above we aim to promote positive behaviour, build good relationships and motivate our pupils towards success and personal achievement.

POSITIVE BEHAVIOUR MANAGEMENT

Positive Behaviour Management is a vital component in helping Hanover Street School to achieve its aims and values. Our Positive Behaviour Management Policy also provides our

pupils with the structure and guidance that they need in order to fulfil their potential and contribute to the wellbeing of others.

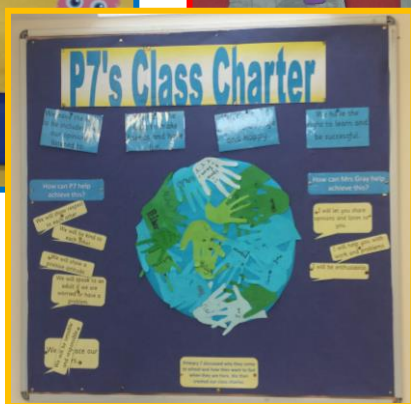
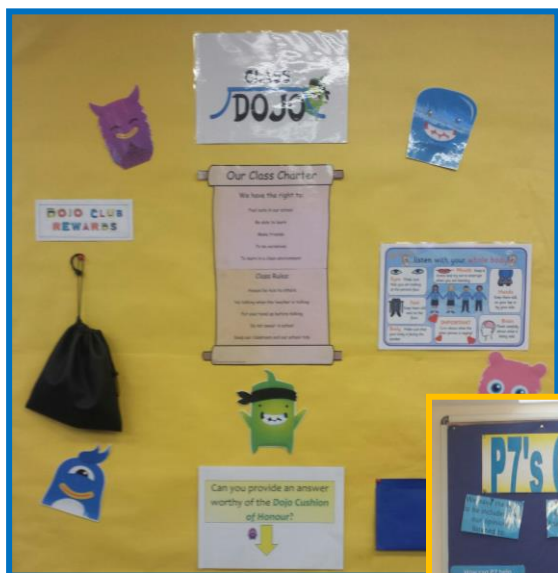
The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in achieving this atmosphere.

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display and the use of Golden Time.

Children are praised for effort and special achievements at assemblies. Hanover Street School also has a 'house system'. On entry to school each pupil is allocated to one of three houses – Castlegate, Union and Kings. Pupils compete for house points on Sports Day and at our pupil-led 'Potted Sports' event.

Class Charters

At the start of each session each class forms their class and playground charters. Each child feels that they have ownership of the rules they have been involved in setting up.



Pupils and teachers create their own class charters with children's rights and positive behaviours as a focus.

BULLYING

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is **not** bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is **not** bullying. **Sustained victimisation** is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support.

At the same time the bully needs to be made aware of the damage, which his/her actions are causing. The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur.

Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Hanover Street School are few and far between.

We believe that a strong, positive school ethos and constant work on building caring school community, together with close contact with parents, offer the best way forward. For further information, please refer to our school's Anti-Bullying Policy.

Restorative Approach to Bullying Behaviour

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, and can breed resentment, making the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and accept and take responsibility for the pain, hurt, distress and

anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation. The school has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

EXCLUSION

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proven unsuccessful, the authority exclusion policy will apply.

CURRICULUM

Curriculum for Excellence

Curriculum for Excellence is designed to offer all 3-18 year olds in Scotland coherent, flexible and enriching learning experiences.

Principles for Curriculum Design

Hanover Street School applies the principles for Curriculum Design that are drawn from national advice but reflect its unique context. Those principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

Curriculum Entitlements

The following entitlements are also provided for all pupils at Hanover Street School:

- A coherent learning experience
- Experiences in health and well-being

- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

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

Expressive arts	Languages and Literacy	Mathematics and Numeracy
Health & Wellbeing	Religious and moral education	Sciences
Social studies	Technologies	

The core curriculum consists of Literacy, Numeracy and Health and Wellbeing. These subjects permeate all other curricular areas and attainment and achievement in these areas are continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved. Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

The Curriculum for Excellence is structured into different levels.

Early - The pre-school years and P1, or later for some.

First - To the end of P4, but earlier or later for some.

Second -To the end of P7, but earlier or later for some.

Third and Fourth - S1 to S3, but earlier for some.

The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.

The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

Senior phase - S4 to S6, and college or other means of study.

Curriculum Workshops and Open Afternoons

The school holds regular curriculum workshops for parents and open afternoons with specific curricular focuses. Staff are always available to answer parents' questions, arrangements for this can be made through the school office.

Educational Visits

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life out with school. We give parents as much notification as possible with regard to visits that affect their child.

Primary 7 pupils also have the opportunity to participate in an Activity Week. This usually takes place in term 4 and has a focus on health and wellbeing as well as physical activity.

As far as possible we aim to deliver the curriculum through active learning, meaning that the children are carrying out activities and learning through doing rather than just hearing or seeing. It is our intention that working in this way will allow our pupils to develop the skills required for life and to reach the aspirations of the Scottish Government by fulfilling the four capacities of the Curriculum for Excellence.

The Four Capacities

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.


The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world. The attributes and capabilities of the four capacities are outlined below:

successful learners	confident individuals	responsible citizens	effective contributors
<p>attributes</p> <ul style="list-style-type: none"> enthusiasm and motivation for learning determination to reach high standards of achievement openness to new thinking and ideas <p>capabilities</p> <ul style="list-style-type: none"> use literacy, communication and numeracy skills use technology for learning think creatively and independently learn independently and as part of a group make reasoned evaluations link and apply different kinds of learning in new situations. 	<p>attributes</p> <ul style="list-style-type: none"> self-respect a sense of physical, mental and emotional well-being secure values and beliefs ambition <p>capabilities</p> <ul style="list-style-type: none"> relate to others and manage themselves pursue a healthy and active lifestyle be self-aware develop and communicate their own beliefs and view of the world live as independently as they can assess risk and make informed decisions achieve success in different areas of activity. 	<p>attributes</p> <ul style="list-style-type: none"> respect for others commitment to participate responsibly in political, economic, social and cultural life <p>capabilities</p> <ul style="list-style-type: none"> develop knowledge and understanding of the world and Scotland's place in it understand different beliefs and cultures make informed choices and decisions evaluate environmental, scientific and technological issues develop informed, ethical views of complex issues. 	<p>attributes</p> <ul style="list-style-type: none"> an enterprising attitude resilience self-reliance <p>capabilities</p> <ul style="list-style-type: none"> communicate in different ways and in different settings work in partnership and in teams take the initiative and lead apply critical thinking in new contexts create and develop solve problems

LEARNING AND TEACHING

Displayed below is Aberdeen City Council's policy for Effective Learning and Teaching. At Hanover Street School, we use this policy to guide, shape, reflect upon and improve our learning and teaching practices.

Effective Learning & Teaching in Aberdeen City



Challenge and Enjoyment

Learners will...

- Experience open ended tasks that challenge thinking
- Be motivated by their learning and successes in a wide range of learning environments and enjoy the associated recognition
- Experience differentiation according to ability and preferences
- Benefit from the creative use of resources available
- Believe in themselves, develop resilience and a 'can do' attitude

Depth

Learners will...

- Routinely develop and practise higher order thinking skills
- Apply learning in different and unfamiliar contexts
- Interact with, justify and collaborate with others during learning tasks

Pedagogy

Learning will...

- Be active, engaging and flexible
- Be driven by clear L1 and, where possible, SC negotiated with learners
- Be designed to provide opportunities for achievement
- Be collaborative and interactive
- Be based upon effective AIL strategies

Personalisation and Choice

Learners will...

- Influence the direction of and next steps in learning
- Influence how learning is assessed
- Benefit from some specialisation
- Experience a curriculum that meets and supports their individual learning needs and promotes growth

Skills for Learning, Life and Work

Learners will...

- Engage in enterprising tasks
- Apply literacy, numeracy and HWB across the curriculum
- Be challenged to develop higher order thinking skills
- Manage time, plan and organise, communicate, solve problems
- Undertake tasks at short notice, work with others, think critically and creatively
- Learn and continue to learn, take responsibility for their own development and manage and be managed

Coherence

Learners will...

- Experience discrete and interdisciplinary learning that they can transfer to other contexts
- Identify and master transferable skills
- Collaborate with others to enhance depth of learning

Evaluating

Leaders of Learners will...

- Share practice with colleagues in school, across Teacher Learning Communities and across the authority
- Engage in self and peer reflection
- Use data to measure impact effectively to support evolving practice
- Collaborate to build a culture of self-reflection and improved standards
- Work with staff, pupils, parents and community to agree improvement priorities
- Evaluate practice against the GTCS standards and identify the impact of Career Long Professional Learning

Breadth


Learners will...

- Learn in a wide range of contexts and environments
- Undertake interdisciplinary learning to enable them to make meaningful connections across learning
- Participate and engage in the life and ethos of the school and wider community
- Experience a broad and general education

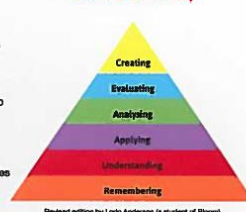
Relevance

Learners will...

- Understand what they are learning and why it is important
- Experience a curriculum that connects with their experiences within and outwith the classroom
- Develop up-to-date ICT skills
- Develop skills and learning that will support them reach positive post-school destinations



Bloom's Taxonomy



Revised edition by Lorin Anderson (a student of Bloom)

Education and Children's Services

Teachers make careful plans for children's learning based on their observations and assessments, aiming to cater for each child's needs and interests.

PUPILS' VOICE AND PARTICIPATION IN THEIR LEARNING AND LIFE OF THE SCHOOL

Within this, the school encourages pupils to have a say in what they learn and how they learn. Children are included in this planning process through learning to identify their own needs and forming targets and methods to help reach them. Very often children will be involved in mind mapping to plan for a specific topic or theme.

As far as possible children are given the opportunity for choice in their learning – they decide what the focus should be to suit their development needs. E.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Pupils are involved in setting their own targets and planning next steps in learning.

We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference.

Some of the ways that we do this are:

- Pupil Council – helping to make decisions about new school developments
- Eco Group – help the school become more environmentally friendly and maintain our Green Flag status
- Monitors – P7 support the younger pupils at playtimes
- Buddies – older pupils are paired with P1 pupils and help them to settle into school life

ASSESSMENT

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

The overall purpose of assessment is to support learning. Staff at Hanover Street School use a variety of formative assessment techniques in teaching the children how they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children **Make, Say, Write** and **Do** and planning teaching activities to support future learning

National advice outlines that for learners to demonstrate that their progress is **secure** and that **they have achieved a level**, they will need opportunities to show that they:

- Have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum;
- Can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects;
- Can **apply** what they have learned in new and unfamiliar situations

The focus is no longer on how fast learners progress and achieve the levels since this can lead to superficial approaches to learning. Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of 'how much' and 'how well' learning takes place, as well as a learner's rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It acknowledges that children and young people progress and achieve in different ways and at different rates.

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once next steps in learning are identified, children are involved in planning their

own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources.

Aberdeen schools use PIPS standardised assessments (Performance Indicators in Primary Schools) and INCAS (Interactive Computerised Assessment System). These assessments provide quantitative data to support other sources of assessment evidence to provide the fullest picture of progress in learning for individual children and within schools.

REPORTING

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, and samples of work sent home, through visits to school for open days and class assemblies and through visits to school for more formal parent interviews.

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

We also invite parents to make us aware of their children's achievements outside school on an ongoing basis. Parents are welcome to request an interview to discuss their child's progress at other times during the school session should they wish.

EXTRA CURRICULAR ACTIVITIES

At Hanover Street School a range of extra curricular activities can be provided. We rely upon the goodwill of staff and the support of parents in running these clubs. Information regarding

current clubs (including those led by Active Schools) and extra curricular activities will be communicated throughout the year via school bulletins.

INSTRUMENTAL TUITION

From Primary 4 onwards, tuition is available for a range of musical instruments. Not all disciplines are available in primary schools due to limited resources. At Hanover School some pupils currently receive tuition in piano, brass and woodwind.



SENSITIVE ASPECTS OF THE CURRICULUM

Spiritual, Moral, Social and Cultural Values & the Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability.

Religious and Moral Education

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues.



A P4 class display showing children's learning about the religion, Sikhism.

During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The School Chaplain visits school on a regular basis and at key points in the year we visit the local church for a short service in which the children take a role. Parents wishing to exercise

their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD (RSHP)

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies. In pulling all these sources of information together, we follow guidance from the Scottish Government. This guidance is designed to make sure that information about relationships, sexual health and parenthood is not given in isolation but as part of a programme that considers a range of issues relating to personal and social development, healthy living, values and beliefs which reinforce self-worth, respect for others and a sense of responsibility.

“RSHP education is a key part of Health and Wellbeing within Curriculum for Excellence. RSHP education focuses on equipping children and young people with the knowledge, skills and values to make informed and positive choices about forming relationships. It can assist with making safer decisions about their sexual and emotional health and wellbeing in a responsible and healthy manner, as an important part of preparation for adult life. Children and young people develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships and sexual health. They also develop an understanding of the complex role and responsibilities of being a parent or carer.”

**Conduct of Relationships, Sexual Health and Parenthood Education in Schools
Scottish Government, December 2014**

Key learning themes in our RSHP programme, from nursery through to P7 are as follows:

Nursery – P4	P5/6/7
<p>Friendships and relationships Carers and people who look after us Respect and appropriate behaviour Keeping safe Similarities and differences The growing body and body parts (correct terminology)</p>	<p>Wide ranging friends and relationships Health and wellbeing of others Changing relationships Respect and appropriate behaviour Emotional issues Puberty and personal hygiene Keeping safe Giving birth Looking after a baby Role of a parent/carer</p>

These areas are not taught in isolation, but are included across many areas of the curriculum. In addition to the learning areas, the following topics may be discussed at age appropriate stages:

Physical development	Sexual behaviour	Contraception
Sexually transmitted infections	Sexuality	Gender

ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION

Parents/Carers/Guardians

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school.

School

- Building supportive and positive communication with parents.
- Encouraging parents to view the teaching and resource materials.
- Dealing with parental concerns.
- Providing staff with appropriate training and support.
- Actively seek parents' support through activities such as: - homework tasks, questionnaires, training, workshop and information sessions.

Curriculum Focus

In early and lower primary the curriculum focus is on:-

- handling and understanding relationships
- personal and physical changes.
- respecting oneself and others

In middle to upper primary more detailed information will be made available for parents regarding content and vocabulary used. In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the Head Teacher or designated member of staff so that appropriate alternative arrangements can be made. For further information about specific resources or programmes of work please contact the school.

DRUGS EDUCATION/SUBSTANCE MISUSE

In this part of the health and wellbeing curriculum area, your child will develop their understanding of the use and misuse of a variety of substances including: over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents.

They will explore and develop their understanding of the effect of risk-taking behaviour on their life.

The Aims of Substance Misuse Education

An effective Substance Misuse Education programme should aim to:

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

At Hanover Street School programmes of study are arranged in compliance with the above programme. For further information on learning and teaching of substance misuse education, please contact the school.

SCHOOL POLICIES

The authority and the school regularly review and update policies and practices to reflect Curriculum for Excellence requirements, new educational developments and best practice.

As the policies are being reviewed, they will be published on the school website. Paper copies will be available to view at the school office. If you would like more information about current school or authority policies, please contact the school office.

Section 3

Parental Involvement

PARENTAL INVOLVEMENT

There are many opportunities for parents to be involved in the work of the school. Simply by showing an interest in your child's day and talking to them about their work you are playing a major part in their education. Home/school diaries are used by our classes to provide a link between the two. Please use this as a means of communication with the class teacher.

The school holds curriculum workshops for parents to explain new initiatives and it is always possible to arrange a meeting with your child's class teacher to discuss any concerns.

Twice per year (usually in October and May) parents are invited to meet with the class teacher to discuss their child's progress. At the end of the spring term (March) written progress reports are issued to parents.

The school always needs parent helpers for trips etc. If you feel able to help in this way please contact the school office for a PVG form (Protecting Vulnerable Groups) in order that it may be processed and your name be added to our helpers list.

It is possible for parents to become involved in fundraising aspects of school life. Parents and staff regularly organise school fairs, bingo evenings and other events and they are always looking for more assistance. Contact the school office in the first instance to make contact.



The whole school enjoy showcasing their annual ceilidh for parents and friends of the school; especially our friends and colleagues at Constitution Court, who we sing for at Christmas and Easter!



Fun at the Monster Bash Disco, Organised by our Parent Council

PARENT COUNCILS

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning. The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

- 1. Learning at Home:** direct parental involvement in the child's learning at home and in the community.

Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home – setting the table, making a shopping list, tidying their bedroom etc
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills though reinforcing the need for manners and politeness.

- 2. Home/School Partnership:**

The home/school partnership is essential to ensure that the child gets maximum benefit from its school experiences. You can support this by:

- Helping with any homework your child may be tasked with and remember to sign the completed work (see Parentzone for further information on helping your child at home.) <http://www.educationscotland.gov.uk/parentzone>
- Volunteering with an aspect of school life (please note that all volunteers need to undertake a PVG (formerly known as disclosure) check.
- Supporting the school in upholding its discipline and school values.
- Completing audits/questionnaires that are sent to you seeking your views and opinions on how the school operates and how it can be improved.

3. Parental Representation:

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum.' The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan
- They comment upon and add to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.

COMMUNICATION

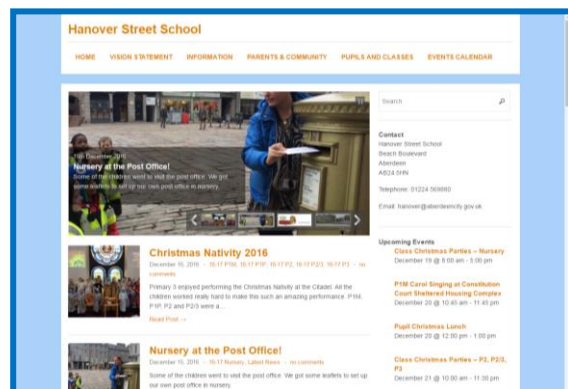
We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

A school newsletter is sent home on a regular basis, detailing information about school events and activities. We also regularly update our school website (hanover.aberdeen.sch.uk) with news and examples of the children engaging in their learning.

You are invited to comment on the return pro-forma on any aspect of school whether as a comment/suggestion, compliment or concern. These are responded to as and when necessary.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

The school homework diary is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home samples of pupil work for you to see and discuss with your child.



Our school website's homepage gives a snapshot of the latest events at Hanover Street School. There are menus and a search facility for you to look at older posts. You can also subscribe to receive notifications of any updates.

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team, exchanging information about your child's day in Nursery or information from home that you feel is important for the Nursery team to be aware of.

In the autumn term, you will be invited to attend a parent interview. This is a chance to meet and get to know your child's new teacher and to share with him/her, your knowledge of your child and your hopes for his/her progress and any additional support needs/relevant information. At this interview, the teacher will share information regarding your child's personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.

You will receive a written report on your child's progress during the spring term. When requested by either parent or teacher, a follow up or an additional interview will be arranged.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances, open days, the school website, GROUPELL text messages and the local and national GLOW website.

HEALTH CARE

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

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

Nursery

Vision of children is checked in school, in their pre-school year.

Primary 1

Parents are asked to return a completed health questionnaire. A Health Support Worker checks height and weight for all children and health interviews will be carried out by the School Nurse on selected children only.

Primary 7

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

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

How can Parents Help?

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

DENTAL INSPECTION OF SCHOOL CHILDREN

Hanover Street School is involved with NHS Grampian, Childsmile Aberdeen City Team. Every child from Nursery to Primary 3 is given a toothbrush to use in class on a daily basis. As you enrol your child in Nursery and Primary, your child will automatically be involved in the Childsmile Scheme. Letters will be sent to home addresses by Childsmile, where you can opt out if preferred.

As part of the National Dental Inspection Programme all of our pupils are given an annual dental check-up.

ADMINISTRATION OF MEDICINES

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

parents' behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture.

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

TRANSITIONS

Moving throughout school from Nursery to Primary 1, from stage to stage and from Primary 7 to Secondary can be times that children and their families find stressful. We do all we can at Hanover Street School to make these transitions as smooth and enjoyable as possible.

In June all children enrolled into our Primary 1 for the following year are invited to join in with various transition sessions which may include assembly, a gym lesson, playground time with buddies and visits to the classroom together with their parents. The school staff make every effort to visit children attending other nurseries before they come along to Hanover Street School.



Some Primary 1 pupils settle in on their first day of Primary School after a smooth transition from nursery.

Pupils from Hanover Street School move on to many secondary schools throughout the city and wherever possible staff from the different secondary schools will visit during the last term of Primary 7. Parents will be invited to meetings at their chosen secondary school and the Primary 7 pupils will attend for full or half day visits usually during June.

Our zoned Secondary School is:

Harlaw Academy
18-20 Albyn Place
Aberdeen
AB10 1RG
01224 589251
harlawacademy@aberdeencity.gov.uk

CHILD PROTECTION

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

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

It is **everyone’s** job to ensure that children are kept safe. Schools are required to report any suspected child abuse to appropriate services such as police or social work.

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

From National Guidance for Child Protection in Scotland 2012

Categories of abuse include:

- Physical
- Physical neglect
- Emotional
- Sexual
- Non Organic Failure to Thrive

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children the essential information about protecting children from harm. Where parents have concerns about the safety or protection of any child they can contact the National Child Protection Line on 0800 022 3222 at any time. For further information go to the Child Protection Partnership website on www.childprotectionpartnership.org.uk

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

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

A copy of Aberdeen City Council's Policy on Protecting Children and Young People in Aberdeen is available at the School Office.

SUPPORT FOR PUPILS

Getting It Right for Every Child (GIRFEC)

Taking care of our children's wellbeing and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it right for every child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.



The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

Named Person

For children in Nursery, the named person is your child's Health Visitor. When your child is in P1-P7, the Head Teacher becomes the Named Person. Your child's teacher is generally the person who knows your child best. In consultation with the class teacher and parents, it is the Head Teacher's responsibility as a named person to identify if and when additional support is needed for a pupil and to identify any extra help/resources which may be available from the school or other agencies.

SUPPORT FOR LEARNERS

Additional Support Needs

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. Some children may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty.

At Hanover Street School we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include; educational psychologist, school nurse and doctor, family support workers, speech and language therapists, pupil support workers, police liaison officers. Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

Educational Psychology

The School's Educational Psychologist works in partnership with school staff to help children and young people reach 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 the 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 teaching approaches affect learning and behaviour.

When concerns persist, the school and educational psychologist may feel that a more formal meeting may be helpful. If the concern is about a child, the school will ask the parent's permission to hold a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person.

If parents have any questions about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher.

Identifying and Reviewing Additional Support Needs

In Aberdeen City, 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 effective interventions. Each stage is characterised by the level of individualisation, specialist knowledge or resources required to enable the child or young person to be successful.

Key features of the Staged Intervention Framework include:

- an emphasis on inclusion with early intervention in the most effective and least intrusive way;
- early and meaningful involvement and participation of the pupil and parents in the process; and
- effective, efficient and equitable targeting of resources.

Support for learners aged 5-18 years is categorised as follows:

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. This may be short term and help identify effective means of the learner being fully included again. In exceptional cases learners may be supported in another provision.

In either/some/all of the stages above, some pupils may benefit from having an Individualised Educational Programme (IEP). This is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in reviewing them each term.

Other planning formats such as Child's Plans may also be considered where pupils meet the relevant criteria. A Child's Plan (CP) is an educational planning tool which plans long term and strategically. A CP is made by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil.

A lead professional will be identified to co-ordinate support and on going monitoring and review arrangements will be agreed.

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

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

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher.

DEALING WITH CONCERNS & COMPLAINTS

Concerns

We understand that parents may have concerns about their child/ren from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), homework, learning difficulties etc.

Where parents have concerns regarding their child, the class teacher should be contacted in the first instance, as he/she will be the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via a phone call. At times, another professional colleague may be called upon to support you with concerns e.g. school nurse. You will always be consulted prior to any information being shared with other professionals.

You can contact your child's class teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the head teacher for further advice.

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Aberdeen City Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

Complaints

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

Where complaints remain unresolved by the school, these will be escalated to stage 2 (investigation stage) of the complaints process. In these circumstances the Quality

Improvement Officer with line management responsibility for the school will deal with the complaint.

The Quality Improvement Officer for the school can be contacted at the address and telephone number listed below:-

Quality Improvement Officer

Mr Mark Hearn

Marischal College

Business Hub 13

Level 2 North

Aberdeen

Tel: 01224 523124

INSURANCE

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

Section 4

School Improvement

Data Protection

SCHOOL IMPROVEMENT

Standards & Quality & Improvement Planning

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

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

Improvement Planning

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

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

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

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data is collected and transferred?

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

How Does the School Hold and Store Pupil Data?

Aberdeen City Council use a system called SEEMiS. The school will update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

Data Protection Act 1998

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

Fair Processing Notice

Who may process your personal data?

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

What personal data will be collected?

The information which you provide may include:

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

For what purposes will your personal data be used?

The information which you provide will be used by the school for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)

Will the School disclose your personal data to anyone else?

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

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

PARENTAL ACCESS TO RECORDS

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

www.educationscotland.gov.uk/parentzone/yourchildatschool/accessyourchildsrecord

Section 5

Annual Updates

2016 – 2017

SCHOOL CLOTHING GRANTS

The Authority can, in some circumstances, make a grant towards the costs of clothing and footwear for school pupils to those in receipt of certain Benefits. The current grant is £55 for primary school pupils and £60 for secondary school pupils. For pupils of statutory school age the grant is paid direct to parents; for pupils over statutory school age the grant is paid direct to the student.

Eligibility criteria is reviewed annually to take account of changes to the Benefit System.

Further information can be obtained from the school office and information below.

You may be eligible for a school clothing and footwear grant if you are in receipt of any of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-based Employment and Support Allowance
- Housing Benefit
- Council Tax Benefit
- Child Tax Credit or
- Working Tax Credit
- Support provided under Part VI of the Immigration and Asylum Act 1999

and your child is under the age of sixteen and attends Primary or Secondary School in Aberdeen.

FREE SCHOOL MEALS

It may be possible to claim free school lunches for your children if you are receiving:

- Income Support
- Income-based Job seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance (ESA)
- Child Tax Credit (CTC) but not Working Tax Credit (WTC), with an income under £16105 with effect from April 6th 2015.
- Both maximum Child Tax Credit (CTC) and maximum Working Tax Credit (WTC) with an income under £6420.
- Support under Part V1 of the Immigration and Asylum Act 1999
- Universal Credit

Pupils are eligible for Free School Meals in their own right if they are between 16-18 and fall into any of these categories.

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

ANNUAL TERM DATES AND HOLIDAY CALENDAR

Further information for sessions after 2016-17 can be found on Aberdeen City Council Website: <http://www.aberdeencity.gov.uk/>

Term 1: 16 August 2016 - 7 October 2016

- In-Service Day - **Monday 15 August 2016**
- Term Starts - **Tuesday 16 August 2016**
- September Holiday - **Friday 23 - Monday 26 September 2016**
- Term Ends - **Friday 7 October 2016**
- October Holiday - **Monday 10 - Friday 21 October 2016**

Term 2: 24 October 2016 - 23 December 2016

- Term Starts - **Monday 24 October 2016**
- In-Service Day - **Friday 18 November 2016**
- Term Ends - **Friday 23 December 2016**
- Christmas Holiday - **Monday 26 December 2016 to Friday 6 January 2017**

Term 3: 9 January 2017 - 31 March 2017

- Term Starts - **Monday 9 January 2017**
- Mid Term Holiday - **Monday 13 February 2017**
- In-Service Day - **Tuesday 14 February 2017**
- In-Service Day - **Wednesday 15 February 2017**
- Term Ends - **Friday 31 March 2017**
- Spring Holiday - **Monday 3 April to Monday 17 April 2017**

Term 4: 18 April 2017 - 1 July 2017

- Term Starts - **Tuesday 18 April 2017**
- May Day Holiday - **Monday 1 May 2017**
- In-Service Day - **Tuesday 2 May 2017**
- Term Ends - **Friday 30 June 2017**

SCHOOL STAFF LIST

Senior Management Team

Head Teacher Mr Peter Gibb (Acting) (until Dec. 2016, Mr Alan Markey from Jan. 2017)
Depute Head Teacher Miss Gillian Forbes

Class Teachers

P1M Mrs Margaret Murray
P1P Miss Natalie Palin
P2 Miss Lilian Shivas
P2/3 Mrs Elizabeth Elrick
P3 Mrs Sheila Reid
P4 Miss Catherine Sabbagh
P5 Miss Jennifer Wallace
P6 Miss Sarah Doolan
P7 Mrs Alison Gray

Nursery Team:

Nursery Teacher: Mrs Fiona Williamson (Tues – Thurs)

Senior Early Years Practitioner (S.E.Y.P): Mrs Sarah Lemmon (Mon – Fri)

Early Years Practitioners (E.Y.Ps): Mrs Laura Leaper (Mon – Fri)
Mrs Ludmila Barkovska (Mon – Fri)
Mrs Rhonda Gauld (Mon & Tues)
Mrs Candice Westerman (Mon – Wed)
Mrs Morag Scott (Thurs & Fri)

Visiting Specialists

Mrs Susan Armstrong (P.E.)
Mrs Margaret Pudney (E.A.L.)
Mrs Lindsay Ross (E.A.L.)
Mrs Zuzanna Shippe (E.A.L.)
Mr Fraser Thomson (Singing)
Miss Patricia Milne (Piano)
Mr Joe Leonard (Brass)

Pupil Support Assistants

Mrs Sandra Anderson
Mrs Helen Cruickshank
Mrs Susan Shepherd
Mrs Lorna Woodburn

Classroom Assistant

Mrs Gail Ingram

Office Staff

School Administrator Mrs Anne-Marie Wilson
School Support Assistant Mr Leigh Wilson

Janitor

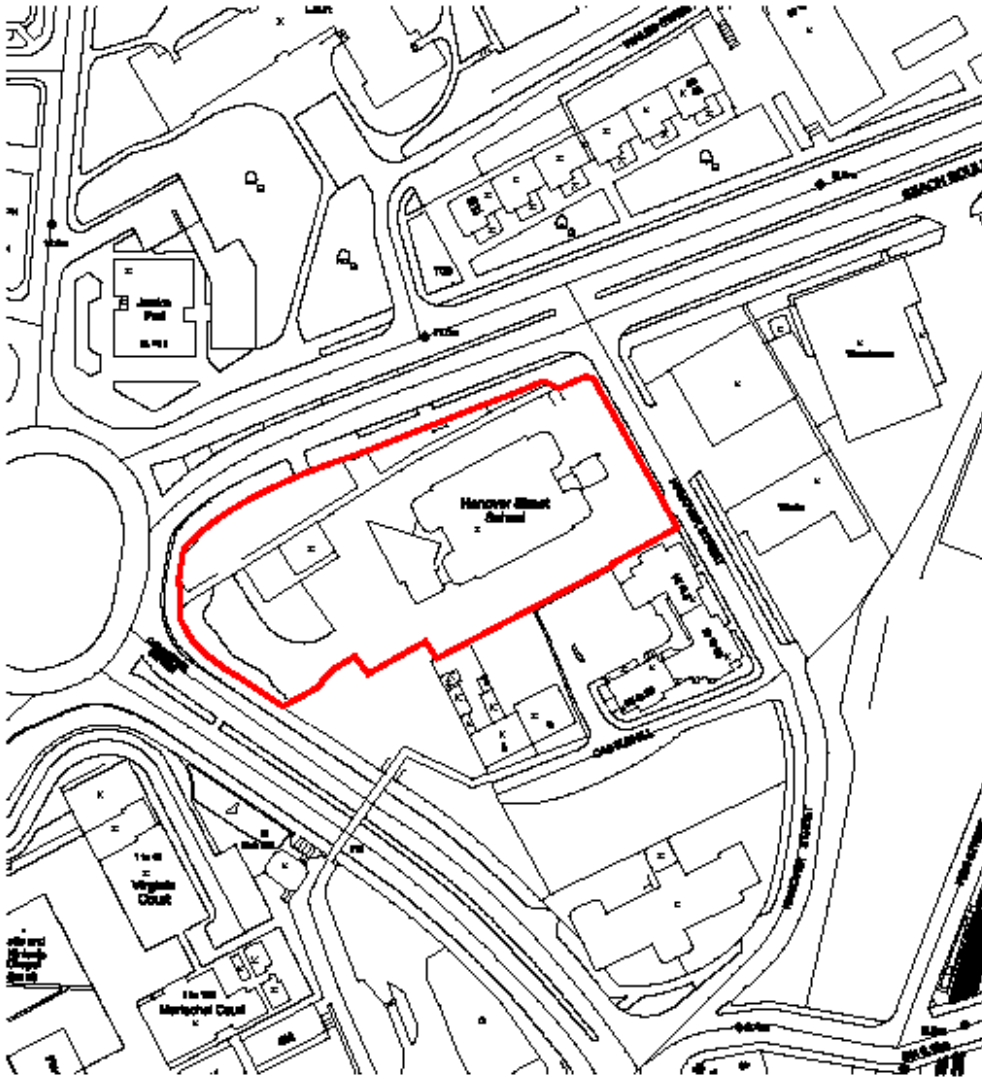
Mr Mike Williamson

Catering Team

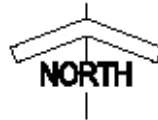
Mrs Wendy Mackie
Mrs Deborah Reid
Mrs Pamela Milne

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

SITE LOCATION PLAN



SITE LOCATION PLAN:
scale 1:1250.



CONSTRUCTION ISSUE

Aberdeen City Council	
Site Plan	
Site Location Plan	
Date:	20/11/2005.
Drawn:	CKemp
Checked By:	

ABERDEEN CITY COUNCIL
 RESOURCES MANAGEMENT
 CONSTRUCTION CONSULTANCY
 St. Nicholas House,
 Aberdeen. AB10 1GY



SCHOOL CATCHMENT AREA

