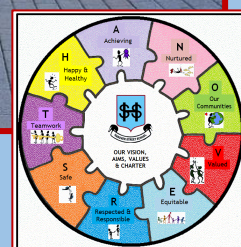


# Hanover Street School

## School Handbook



2019-20



Our handbook will provide you with information relevant to our school. If you wish to learn more information about [\*\*A Guide to Integrated Children and Family Services\*\*](#), then please click on the link



Hanover Street School  
Beach Boulevard  
Aberdeen  
AB24 5HN  
Direct Dial: 01224 569880  
[hanover@aberdeencity.gov.uk](mailto:hanover@aberdeencity.gov.uk)



Integrated Children & Family Services  
Operations  
Marischal College  
Broad Street  
Aberdeen, AB10 1AB  
Switchboard 03000 200 292  
[www.aberdeencity.gov.uk](http://www.aberdeencity.gov.uk)

Dear Parent/Carer

Welcome to Hanover Street School. We take pride in the fact that Hanover Street is a welcoming and happy school where positive relationships with all in the community underpins our ethos.

This handbook has been designed to inform parents of many aspects of life at Hanover Street School and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012.' It explains what you can expect of the school and indicates what the school expects of you in the way of partnership, help and support. We hope that you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

A child's education along with social and emotional development is far too important to be left to a school alone. Parents have a very important part to play too. I hope that our partnership will be productive, enjoyable and helps to develop your child's talents and abilities. We aim to help every child reach their own individual potential by fostering their all-round development. As a parent/carers you are the main educator in your child's life and we can only be successful in our work with your engagement, involvement, co-operation and support. We look forward to working with you and your child over the coming years.

Yours faithfully,

Alan Markey  
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.**

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



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# Section 1

## General School

### Information





## School Contact Details

**Head Teacher:** Mr Alan Markey

**School Name:** Hanover Street School

**Address:** Beach Boulevard, Aberdeen, AB24 5HN

**Telephone Number:** 01224 569880

**School Email Address:** [hanover@aberdeencity.gov.uk](mailto:hanover@aberdeencity.gov.uk)

**Website Address:** <http://hanover.aberdeen.sch.uk/>

**Twitter Feed:** @HanoverStSch

**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 section 4 for further information regarding adverse weather and emergency closures.

**Quality Improvement Manager:** Mrs Caroline Johnstone  
Marischal College  
Broad Street  
Business Hub 13  
Level 2 North  
Aberdeen  
01224 523124

## School Office

The school office is manned from:

Monday and Friday: 9.00am to 3.30pm

Tuesday – Thursday: 8.30am – 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 Communication Methods

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

- Telephone

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.

- Newsletters

A school newsletter is also sent home on a regular basis, detailing information about school events and activities. 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.

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

- GROUPCALL text messages/Expressions App Emails – a text messaging/email service for the school



- Class Dojo – an app which builds a positive culture by teachers giving pupils positive feedback for any skill or school value, like 'working hard' and 'being respectful', sharing photos and videos of wonderful classroom moments with families



- School website ([www.hanover.aberdeen.sch.uk](http://www.hanover.aberdeen.sch.uk)) and Twitter feed (@HanoverStSch)  
We regularly update these with news and examples of the children engaging in their learning.



- School Homework Diary/Jotter

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.

- Face-to-face informal conversations at Drop off/Collection Time

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team

In primary school, if you would like to speak with a teacher, **please speak at the end of the day**, or arrange an appointment to discuss something fully. We discourage speaking to parents in the line at 9am, due to teachers' priorities being getting the children into class for learning.

- Face-to-face parent /staff meetings

In the autumn term, you will be invited to attend an open evening. This is a chance to meet and get to know your child's new teacher and to share with them, your knowledge of your child and your hopes for their progress and any additional support needs/relevant information, in a relaxed, informal way.

- Written reports  
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.
- Parent Workshops/Curricular Evenings
- Performances and class assemblies



Please do take time to familiarise yourself with these communications.

**\*Please also update any changes of telephone numbers, address and emergency contacts to the school office ASAP so that relevant records can be updated**

## 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.

Broomhill	Ferryhill	Hanover Street	Harlaw Academy	Kaimhill
				
<a href="http://broomhill.aberdeen.sch.uk">broomhill.aberdeen.sch.uk</a>	<a href="http://ferryhill.aberdeen.sch.uk">ferryhill.aberdeen.sch.uk</a>	<a href="http://hanover.aberdeen.sch.uk">hanover.aberdeen.sch.uk</a>	<a href="http://harlawacademy.aberdeen.sch.uk">harlawacademy.aberdeen.sch.uk</a>	<a href="http://kaimhill.aberdeen.sch.uk">kaimhill.aberdeen.sch.uk</a>

**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.

Hanover Street 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 Leadership Team (SLT) consists of a Head Teacher and one Depute Head Teacher.

The school roll for session 2019-20 currently stands at 215 for primary one to primary seven pupils, plus 80 nursery places. A staff list and class allocation can be seen in section 2.

The Nursery is staffed by one Class Teacher, one Senior Early Years Practitioner (full-time), and a team of Early Years Practitioners.

P.E is taught by 2 class teachers, Mrs Williamson for infants, and Miss Wallace for middle and upper stages. 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 May 2019. Care Inspectorate last visited the Nursery in February 2019.

Inspection reports can be accessed here:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2867>

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=301976>

## **Visits of Prospective Parents and Pupils**

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 Marischal College, in accordance with Aberdeen City Council Policy. Priority places may be given to children with additional needs in accordance with the Children Scotland Act.

[Aberdeen City Council's Nursery Admission Policy, 2019-20](#)

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.

**Apply for a nursery place:**

<https://www.aberdeencity.gov.uk/services/education-and-childcare/apply-nursery-school-place>

**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 publicly 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.

**Apply for a school place:**

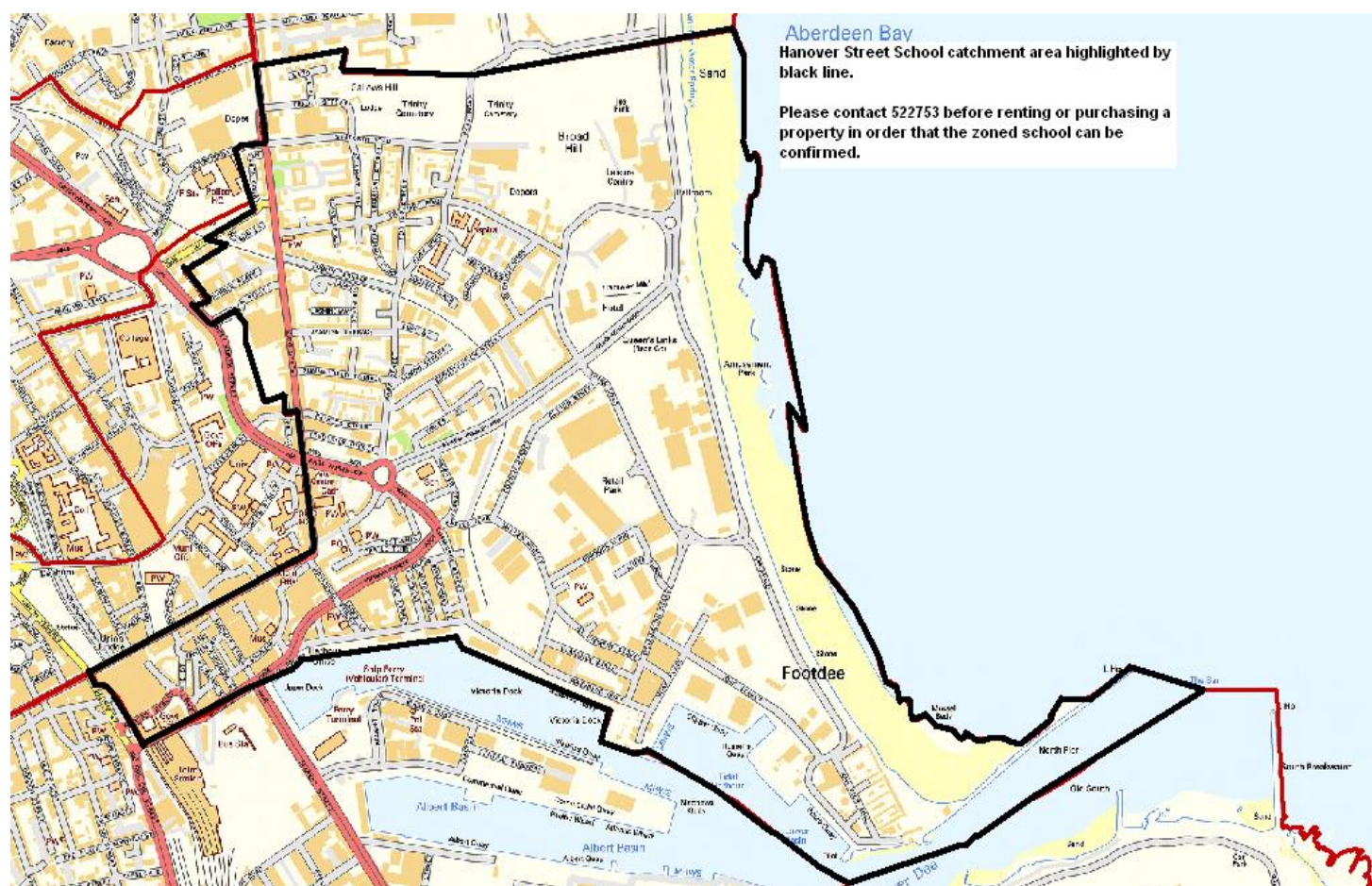
<https://www.aberdeencity.gov.uk/services/education-and-childcare/apply-school-place>

## School Zone/Catchment Area

A map showing the school zone/catchment area (which was updated in 2016) can be seen below. 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.

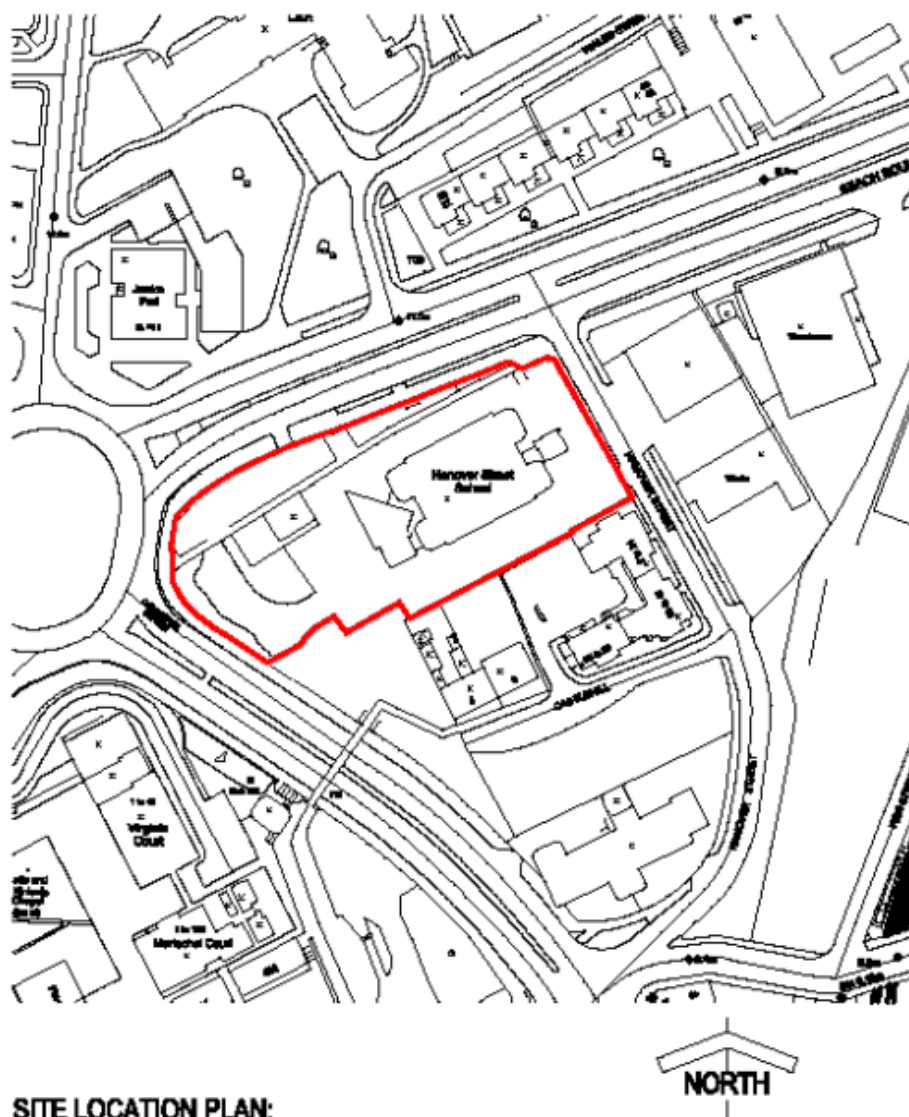
If you live out with the zone, the Education (School and Placing Information) (Scotland) Regulations 2012 will allow you to seek admission to the school. The main point to note is that out of zone admissions are not guaranteed and pupils out of zone are not entitled to free transport. They are also not guaranteed a place at Harlaw Academy and parents would need to submit a further placing request before transition to S1.

<https://accabdn.maps.arcgis.com/apps/webappviewer/index.html?id=2716ebdc4d744593bd532f706c8545df>





## Plan of the School Site



**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





# Section 2

## Practical School

### Information



Be In SCHOOL  
Be On TIME



## 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 & 2	Primary 3 & 4	Primaries 5 - 7
9.00 – 10.30am	9.00 – 10.30am	9.00 – 10.30am
Morning Break 10.30 – 10.45am	Morning Break 10.30 – 10.45am	Morning Break 10.30 – 10.45am
Lunch - 12.30pm	Lunch - 12.15pm	Lunch - 12.00 noon
Afternoon - 1.30 - 3.15pm	Afternoon - 1.15 - 3.15pm	Afternoon – 1.00 - 3.15pm

## Annual Term Dates and Holiday Calendar

Further information for sessions after 2019-20 can be found on Aberdeen City Council Website:

<https://www.aberdeencity.gov.uk/services/education-and-childcare/view-school-term-and-holiday-dates>

### In Service Days (these are included into each term below)

Monday 19 August 2019 & Tuesday 20 August 2019  
Thursday 21 November 2019 & Friday 22 November 2019  
Tuesday 18 February 2020 & Wednesday 19 February 2020  
Thursday 7 May 2020

<p style="text-align: center;"><b><u>Term 1 (8 weeks)</u></b> <b><u>20 August 2019 to 11 October 2019</u></b></p> <p><b>In-service days-</b> Monday 19 &amp; Tuesday 20 August 2019 <b>Term starts</b> – Wednesday 21 August 2019 <b>September holiday</b> - Friday 20 - Monday 23 September 2019 <b>Term ends</b> - Friday 11 October 2019 <b>October holiday</b> - Monday 14 to Friday 25 October 2019</p>	<p style="text-align: center;"><b><u>Term 2 (8 weeks)</u></b> <b><u>28 October 2019 to 20 December 2019</u></b></p> <p><b>Term starts</b> - Monday 28 October 2019 <b>In-service days</b> – Thursday 21 &amp; Friday 22 November 2019 <b>Term ends</b> - Friday 20 December 2019 <b>Christmas holiday</b> - Monday 23 December 2019 to Friday 3 January 2020</p>
<p style="text-align: center;"><b><u>Term 3 (13 weeks)</u></b> <b><u>6 January 2020 to 3 April 2020</u></b></p> <p><b>Term starts</b> - Monday 6 January 2020 <b>Mid-term holiday</b> - Monday 17 February 2020 <b>In-service day</b> - Tuesday 18 February 2020 <b>In-service day</b> - Wednesday 19 February 2020 <b>Term ends</b> - Friday 3 April 2020 <b>Spring holiday</b> - Monday 6 April to Monday 20 April 2020</p>	<p style="text-align: center;"><b><u>Term 4 (11 weeks)</u></b> <b><u>21 April 2020 to 3 July 2020</u></b></p> <p><b>Term starts</b> - Tuesday 21 April 2020 <b>In-service day</b> - Thursday 7 May 2020 <b>May Day/75<sup>th</sup> Anniversary VE Day holiday</b> - Friday 8 May 2020 <b>Term ends</b> - Friday 3 July 2020</p>

## School Staff List, 2019/20

### Senior Leadership Team:

Head Teacher                      Mr Alan Markey  
Depute Head Teacher          Miss Gillian Forbes

### NURSERY TEAM:

**Nursery Teacher:** Miss Rosie Smith (Tues - Fri)

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

**Early Years Practitioners (E.Y.P):** Mrs Ludmila Barkovska (Mon – Fri)  
Miss Kirsty Anderson (Mon – Fri)  
Mrs Rhonda Gauld (Mon & Tues)  
Mrs Laura Henderson (Mon & Tues)  
Mrs Morag Scott (Wed – Fri)

### Trainee EYPS:

Mrs Kelly Smith  
Miss Amy Milne  
Miss Juliet Bentley

### Class Teachers:

P1N                      Mrs Natalie Stables  
P1D                      Mrs Davina Smith  
P2                        Miss Catherine Sabbagh  
P3                        Mrs Alison Gray & Mrs Elizabeth Elrick (Tues)  
P3/4                    Miss Lillian Shivas (Tues-Fri) & Mrs Fiona Williamson (Mon)  
P4                        Miss Leanne Mainland  
P5                        Miss Jennifer Bloomfield  
P6                        Mr Jed Gilchrist  
P7                        Mr Graham Robertson & Miss Jennifer Wallace (Tues)

### Wider Staff Team: Additional Support Needs (ASN) & Non-Class Contact Time (NCCT)

ASN/NCCT	Miss Jennifer Wallace (Numeracy & P.E.)
NCCT (P.E.)	Mrs Fiona Williamson
NCCT (Music)	Mrs Leanh La Gray
Pupil Equity Funding Staff	Mrs Margaret Duff (ASN - Nurture)
	Mrs Gillian Fiddes (ASN - Literacy)

### Visiting Specialists

Miss Laura McGowan (E.A.L.)  
Mrs Carol Walker (E.A.L.)  
Mrs Zuzanna Ship (E.A.L.)  
Mr Alex Warham (Singing/Musicianship)  
Miss Patricia Milne (Piano)  
Mr Alan Haggart (Brass)  
Mrs Elizabeth Renwick (Vocal Instructor)

### Pupil Support/Classroom Assistants

Mrs Susan Shepherd  
Mrs Kirsteen Coutts  
Miss Sandra Anderson  
Mrs Shelly Aros  
Mrs Gail Ingram  
Miss Michelle McLeman  
Mrs Debra Bowie  
Mrs Amanda McHattie

### Support Staff

School Administrator	Mrs Claire Mutch
School Support Assistant	Mr Leigh Wilson/Mrs Pauline Glendinning
Janitor	Mrs Diane Strachan
Cleaning Team	Olya, Esthera, Kevin, Darren

### Catering Team

Mrs Wendy Mackie/Mrs Karen Lawson	Mrs Deborah Reid
Mrs Justyna Grzonka	Mrs Anna Platek

### Wider School Community:

Educational Psychologist: Mrs Fiona Nicol  
School Chaplain: Lt. Helen Froud (Salvation Army, Aberdeen Citadel)  
School Nurse: tbc  
Active Schools Coordinator: Joanna Bell  
Parent Council Chairperson: Jodie Gray & Hannah Davidson

## School Uniform

We strongly encourage the wearing of school uniform – it promotes a sense of identity and belonging to the school, the children look smart and it is relatively inexpensive.

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



School fleeces, sweatshirts and polo shorts, with the school logo are suitable for boys and girls and can be ordered online at <https://myclothing.com/>

If buying from other shops/supermarkets, the primary school colours are: **navy**, **grey** & **pale blue**.

There is an expectation that pupils wear these colours from Primary 1 to Primary 7.

In nursery, children wear their normal play clothes, and/or a red t-shirt or sweatshirt, also available on myclothing.com.

To look after our school uniform, an overall (old shirt) is recommended for art.



## **Name Labels**

It is important that all belongings are labelled. Lost property is emptied termly. Please label all shoes, jackets and uniforms to avoid loss of items.

If you'd like to use name labels, the school has an account with the following company: <https://www.mynametags.com/>

School ID = #24111



## **School Clothing Grants**

Aberdeen City Council can, in some circumstances, provide a grant towards the costs of school clothing and footwear if you receive certain benefits.

The current grant is £100 for both primary school and secondary school pupils. For pupils of statutory school age, the grant is paid to parents; for pupils over statutory school age the grant is paid to the student.

You can apply for a school clothing grant if you or your family receive any of these benefits:

- Income Support
- Income-based Job Seeker's Allowance (JSA)
- Any income related element of Employment and Support Allowance (ESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your annual income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your annual income is less £6,420
- Universal Credit, and your monthly income is not more than £610
- Support under Part VI of the Immigration and Asylum Act 1999
- Housing Benefit and/or Council Tax Reduction

<https://www.aberdeencity.gov.uk/services/education-and-childcare/school-life/apply-school-clothing-grant>



## Physical Education Classes

For health and safety reasons, we ask that children have a suitable gym/P.E. kit.

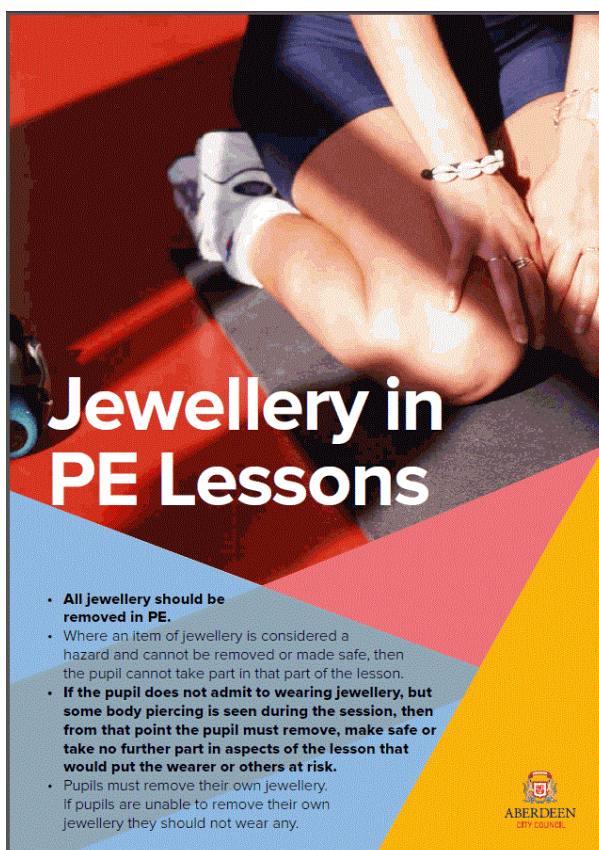
This should consist of:

- a drawstring gym bag
- slip on gym shoes/trainers with non-marking soles
- shorts
- t-shirt
- hair bobbles/bands for tying up hair
- micropore tape for covering earrings – otherwise to be removed; (see jewellery code of practice) and
- spare pants/trousers/tights/skirt in case of any “accidents”.




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.

## Jewellery in P.E. Classes



### Jewellery in PE Lessons

- **All jewellery should be removed in PE.**
- Where an item of jewellery is considered a hazard and cannot be removed or made safe, then the pupil cannot take part in that part of the lesson.
- **If the pupil does not admit to wearing jewellery, but some body piercing is seen during the session, then from that point the pupil must remove, make safe or take no further part in aspects of the lesson that would put the wearer or others at risk.**
- Pupils must remove their own jewellery. If pupils are unable to remove their own jewellery they should not wear any.

 ABERDEEN CITY COUNCIL

## **Code of Practice for Jewellery in Physical Education**

### **Introduction**

Aberdeen City Council (ACC) recognises its duty to ensure, so far as is reasonably practicable, the health, safety and welfare of employees and those affected by its activities. The wearing of personal effects, such as jewellery and watches, can present risks of injury to the person and / or others involved in an activity. Exposure to the risk of injury from such items can principally occur in Physical Education.

### **Code of Practice Aim**

To ensure that employees and others, such as school pupils, taking part in Physical Education lessons are aware

- of the hazards of wearing jewellery & watches
- that control measures are in place to avoid the risk of injury
- that to enable individuals to understand that, as well as the right to protection, they also have to exercise responsibility

### **Code of Practice Scope**

This policy applies to all Council schools where persons who are wearing jewellery and watches can potentially expose themselves and others to the risk of injury while taking part in Physical Education.

### **PROCEDURE**

The following advice has been checked by our legal team. It applies to ALL body jewellery and watches and is to be followed by all schools.

#### **1. There should be risk assessments in place for all PE activities e.g. rugby, football, hockey, etc.**

The risk assessments should be made specific to each activity. Wearing of jewellery should be identified as a hazard in each risk assessment with a subsequent control measure (exemption from activity, removal/cover-up of jewellery/watch, adjustment to activity, etc.). The risk assessments should be written.

#### **2. All schools should follow the advice of the Association for PE as follows:**

**The basic rule is that all jewellery should be removed as this then removes that particular hazard.**

Where an item of jewellery cannot be removed then it is the adult teaching the group's responsibility to try to establish a safe situation to enable participation by considering how, or if, the context can be made safe by amending the task, conditioning the activity or creating some other management strategy to make participation safe. Where safe participation cannot be assured then the pupil cannot take part in that element of the lesson.

It is good practice to regularly ask if anyone is wearing body jewellery. If they disclose this then the process of removal or considering whether safe participation can be made possible should apply. If there is no disclosure but some body piercing is seen during the session then from that point the process above needs to be applied – remove, make safe or take no further participation in aspects of the session that would put the wearer or others at risk.

Pupils should remove their own jewellery. This should be made clear to parents and carers. If the child is unable to do this themselves, they should not wear any. School policy should explain this to parents from the outset.

#### **3. The basics of the above to be displayed in PE changing rooms, gyms etc.**

#### **4. PE teachers should remind classes of this at the start of every lesson.**

If teachers/schools follow the advice above, and risk assess, there should be no comeback if a pupil hides jewellery then has some jewellery related injury.

## 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 in general, 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/Pick-Up at School

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.

Nursery pupils arrive and are collected with their parents/carers, through the school's main door, then the nursery door on the first floor.

P1-3 line up in the area outside the historical girls' pupil entrance (adjacent to Hanover Street).

P4-7 line up in the football pitch area round the back of the school.



At 9am and after lunch, classes will be met by their teacher.

At the end of the school day, the children leave by the same entrance.

For health & safety reasons, dogs are not permitted in the school grounds.

**\*We ask that parents stand back, away from the lines, to allow the teachers to easily see and access their classes.**

**\*Please ensure your child knows who he/she is going home with if you are unable to collect your child.**

As a nurturing school, we believe in the importance of talk for building relationships and language skills, and the importance of times of transition in children's lives.

To support this, on your journey to and from school, and at drop-off and pick-up specifically, we encourage you to "greet your child with a **SMILE** not a **MOBILE**"





## Playground Information

Children are supervised in the playground at all times. This is by Pupil Support Assistants during break and lunchtimes, and their teachers, when engaging in outdoor learning.



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.

## School Meals

The School Meals Catering Service provides meals for all schools in the city. The service aims to:

- Provide nutritious, well presented meal choices daily.
- Promote the healthier options and actively encourage their uptake.
- Be proactive in recipe development and introducing new menu tastes.
- Provide a service that meets the highest health and safety standards.
- Guarantee compliance with all current relevant legislation, including the Scottish Government's nutritional requirements for food and drink in schools (Scotland) regulations 2008.
- Work in partnership with head teachers, teaching staff, parents, pupils and other external partners to encourage positive changes in eating patterns over time.
- Provide a service that meets the needs of our customers.
- Strive for continuous improvements in all aspects of the service.

More information can be found here: <https://www.aberdeencity.gov.uk/services/education-and-childcare/school-meals>

### Free School Meals

Due to Scottish government funding, 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.

Pupils are eligible for free school meals if their parents or carers receive one of the following benefits:

- 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 6 April 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.

### Additional Benefits

By opting into free school meals not only will your child receive nutritional benefits but also learning benefits.

**For every pupil from Primary 1 to S3 that registers for free meals the school will also receive £1,200 through Pupil Equity Funding (PEF). This funding can be used towards a wide range of initiatives to support achievement, such as breakfast clubs, lunchtime games, counselling services and numeracy and literacy resources.**

**The funding will help those who face barriers to their learning due to the impact of poverty.**



### Cost and Payment of School Meals

Primary school meals cost £2.20. Paying for school lunches now operates through “cashless catering,” an online system available from the following links:

<https://online.aberdeencity.gov.uk/Services/AccordPayment/PrimaryMealPayment.aspx>

***\*Online payment is the preferred option.***

***However, cash/cheque payments can still be made, with agreement at the school office.***

### Special Dietary Requirements

Healthy eating, vegetarian, multi-cultural and special dietary items are included in menu plans. If you have any specific concerns or requests, please contact the Head Teacher. These are also discussed and identified on enrolment.

### School Menus

Menus are available here:

<https://www.aberdeencity.gov.uk/services/education-and-childcare/view-school-meals-menu> and

<https://hanover.aberdeen.sch.uk/lunch-menu/>

## Supervision in the Dining Hall

The Senior Leadership Team and Pupil Support Assistants help in the dining hall at lunchtime. Children are encouraged to eat as much as possible 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. Children with Packed Lunches are asked to take waste/packaging, etc., home with them.

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.

### Snacks and “Playpieces”

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)

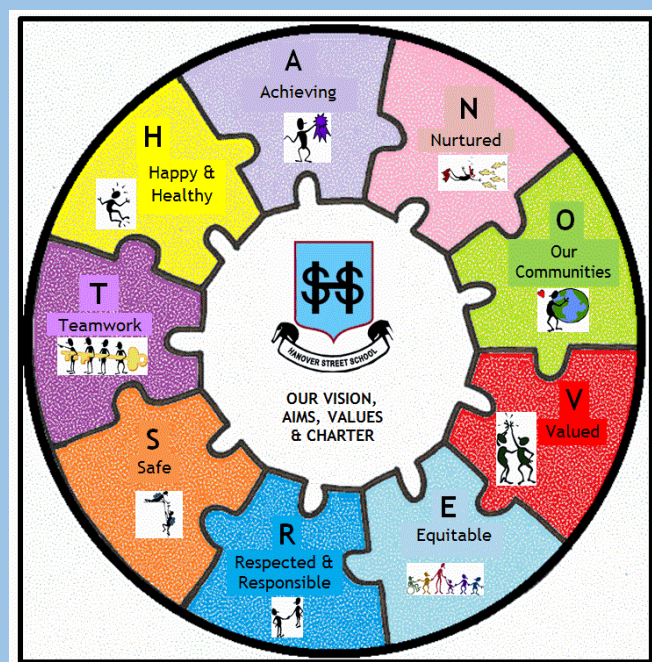
**\*For this reason, we ask that nuts are not taken as a snack. (Items with trace of nut products are currently permitted) In case of severe allergies, guidance will be adapted and shared as necessary.**





# Section 3

## School Ethos



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.

## Ethos & Values

This vision and aims are simplified to the acronym "HANOVER ST," below. This is discussed at regular assemblies, and displayed around the school:

H – Happy & Healthy

A – Achieving

N – Nurturing

O – (Being part of & involved with) Our Communities

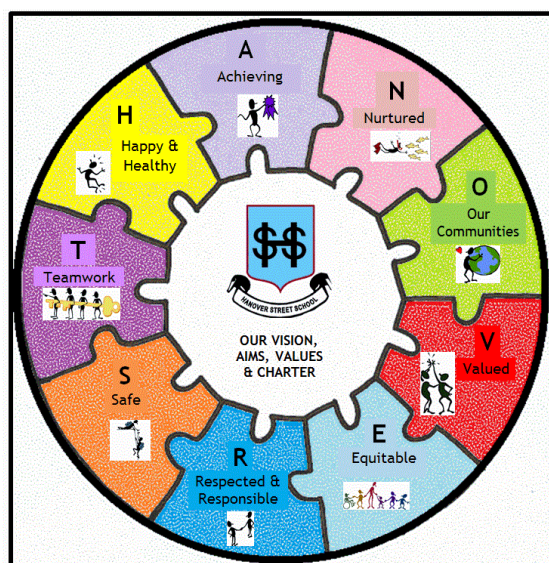
V – Valued

E – Equitable

R – Respected

S – Safe

T – Teamwork





## Children's Rights

The acronym is based on the UNCRC, children's rights, which then form the basis of our Scottish Government's shared national partnership approach called GIRFEC.

We place a high value on children's rights. We aim to educate our children and families about these rights, and the responsible behaviours of self and others which show respect for these rights.

To aid this, we are working towards accreditation of the Rights Respecting School Award. We are currently accredited at "**Bronze Level - Rights Committed**" and aim to further embed this in school, gaining "**Silver – Rights Aware**" within the next 2 school years.

<https://www.unicef.org.uk/rights-respecting-schools/>



## Nurturing School

At Hanover Street School, our ethos, policies and practices are informed and guided by the 6 nurturing principles:

### The six principles of nurture



1. **Children's learning is understood developmentally**
2. **The classroom offers a safe base**
3. **The importance of nurture for the development of wellbeing**
4. **Language is a vital means of communication**
5. **All behaviour is communication**
6. **The importance of transition in children's lives**

**Ref: Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network (now known as Nurture UK)**

To further embed a nurturing culture throughout our school, we are participating in the National Nurturing Schools Programme. It aims to further enhance teaching and learning, promote healthy outcomes for children and young people by focusing on emotional needs and development as well as academic learning.

Through this, we will seek accreditation through the National Nurturing School Award, assessed and awarded by Nurture UK. (timescale November 2018 – November 2020)

More information is available here: <https://www.nurtureuk.org/news/national-nurturing-schools-programme>



## Pastoral Care

All of the above supports us with our 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.

## Community Links

“Our Communities” is part of our school ethos.

There are strong community links within the school and we work together in initiatives to support our local, national and international/global communities. We 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. Local people are often invited into school to share their knowledge with the children. We also have sport specialists who run after school clubs.



We work together with local and national agencies/charities, such as SSPCA, RNLI, NSPCC, Alzheimer's Scotland, etc. This helps to deliver and deepen messages of community and shared social responsibility.



We have a multi-cultural dynamic in our school and embrace other cultures and countries to promote Global Citizenship and Learning for Sustainability.



The above community links are developed by the whole school – staff, pupils and parents.

In October 2019, a new “Nurturing Communities” pupil participation group were formed to support and lead pupils’ voice in this. Here they are below (now known as the “Caring for our Communities Committee”, or, the 3C’s for short), deciding on what is important to them as a group.



View more information here: <https://hanover.aberdeen.sch.uk/category/communitylinks/>  
<https://hanover.aberdeen.sch.uk/category/pupilparticipation/nurturing-communities/>



## Denominational Partnerships

We have a strong partnership with the Salvation Army Aberdeen Citadel, which is our main denominational partnership.



Our links with here and other local church bodies are involved in our assemblies on a regular basis. This allows for time for what Scotland's Curriculum for Excellence describes as Time for Reflection and/or Religious Observance.

It provides opportunities for the school community to express and celebrate values which are considered common human values.

We aim for Time for Reflection to be active, engaging, challenging and thought provoking. It supports children and young people in the development of their own set of beliefs and values. As a school, we aim to ensure that community partners are diverse and varied – representing a range of beliefs and viewpoints.

More can be read about community links and partnerships here:

<https://hanover.aberdeen.sch.uk/category/communitylinks/salvationarmy/>

## Celebrating Achievements



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, as well as publishing photos and news on the school website.

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

More can be read about our achievements here:



<https://hanover.aberdeen.sch.uk/category/achievements/>

<https://hanover.aberdeen.sch.uk/category/achievements/comments-and-compliments/>

## Positive Relationships and Behaviour

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

To the right are the clear expectations, as detailed in our policy. Please note, this list is not exhaustive.

We take a positive approach to promoting responsible behaviour.

We recognise and praise good behaviour, effort and application; we promote resilience, restorative practice and a nurturing and respectful approach.

Children are praised for special efforts and achievements at assemblies.

### Expectation of Staff

- A strong understanding of the concept of "universal support," focusing on delivering learning to meet individual needs
- Promotion of positive, caring, inclusive, fair ethos, climate and relationships
- Devising and refreshing class charters, relating to school charter and needs of class/pupils
- Provide a safe and secure classroom environment
- Use of positive, rights respecting language and modelling behaviour and mutual respect for all of school community
- Responsive to children's needs - personal learning/individualised education planning with regular analysis and evaluation of successes/areas for development, undertaking career-long professional learning as required
- Provide children with regular opportunities to discuss their learning, development, relationships and/or behaviour
- Provide additional or "targeted support," tailoring it to pupils' individual circumstances, removing barriers to learning as far as possible
- Allowing pupils appropriate choices and opportunities to achieve positive outcomes
- Communicate and record information clearly with relevant staff, parents, partners and agencies

### Expectation of Parents/Carers

- Acknowledgement of parental role as prime/first educators
- To work together/in partnership with the school and other agencies
- Attendance and punctuality for pupils and parents (e.g. at start and end of day)
- For children to arrive, as far as possible, in a positive mindset, appropriate labelled clothing/belongings, ready for learning (adequate sleep, nutrition, etc.)
- Modelling respectful behaviours – especially in and around school
- Open communication – share important information with us
- Support with homework, other learning tasks and home/school communication systems
- Discuss relationships and behaviours at home, with a positive mindset
- Ask for support if/when required – we can access many agencies/provide some useful strategies to support at home
- Respect the confidentiality and needs of other children and families

### Expectation of Pupils

- Show respectful behaviour to ALL members of staff and pupils
- Choose safe behaviours, make others and yourself feel safe
- Focus on learning – it is the right of all
- Ask for help when you need it
- Use your best efforts
- Accept mistakes and failure – this is an important part of learning
- Listen to each other
- Valuing others' opinions/feelings
- Respectful of people's space
- Respectful of resources and property

## House System

Hanover Street School also has a 'house system'. On entry to school each pupil is allocated to one of 4 houses – Duthie, Hazlehead, Seaton and Westburn (named after local city parks).







Pupils are awarded House Points for positive behaviours. They also compete for house points on Sports Day and at our pupil-led 'Potted Sports' event. Houses are rewarded with termly prizes.



## Class Charters

At the start of each session all classes form their class and playground charters, with children's rights and positive, respectful behaviours as a focus.

These are referred to and reviewed regularly and a key part in maintaining our school vision and ethos.



## Bullying Behaviours & Anti-Bullying Policy

As detailed in Aberdeen City Council's Education and Children's Services Anti-Bullying Policy, bullying behaviour may be defined as,

*"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened frightened and left out. This behaviour happens face to face and online."*

*(Respectme, 2015)*

[Aberdeen City Council Anti-Bullying Policy 2017.pdf](#)

Further considerations:

- There does not need to be intent
- The behaviour does not need to be persistent, but the threat can be sustained
- Bullying is behaviour and impact – never one on its own
- Bullying occurs within the context of relationships
- Bullying can be verbal, social, physical, and emotional or prejudice based; online or face to face
- It is best to avoid labelling and using terms such as 'bully' and 'victim'

Hanover Street 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.



Pupils involved in bullying behaviour 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 behaviour in Hanover Street School are few and far between.

We believe that a strong, positive school ethos and constant work on building a 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, which is available on the school website.



### 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 anger, making the situation worse.

Punishment can make a person resentful instead of reflective. Children who show bullying behaviours 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 experiencing bullying behaviour but also to provide an education for all pupils who display those behaviours. 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**

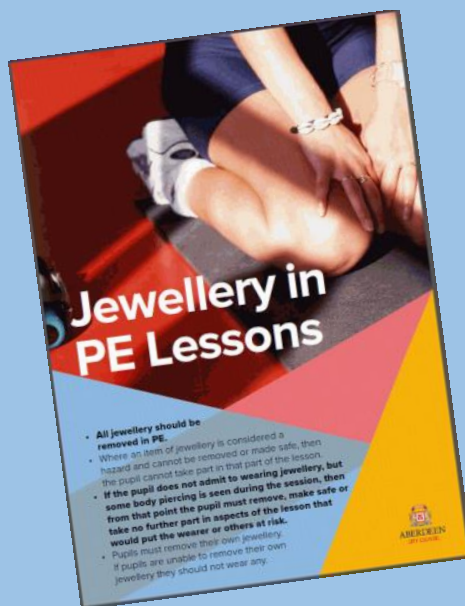
Where pupils who repeatedly display behaviours, which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying behaviour and other forms of abuse and where other forms of support and sanctions have proven unsuccessful, the authority exclusion policy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





## Section 4

# Health & Safety



## Child Protection

### Child Protection is EVERYONE'S responsibility.

It is everyone's job to ensure that children are kept safe. 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.

Schools are required to report any suspected child abuse to appropriate services such as police or social work.

Categories of abuse include:

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

At Hanover Street School, our child protection policy and the detailed arrangements, systems and procedures for ensuring that the policy statements are fully implemented are contained in the National Guidance for Child Protection in Scotland 2014.

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children the essential information about protecting children from harm.

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.

Where parents have concerns about the safety or protection of any child they can contact:

- 01224 306877 (Joint Child Protection Team)
- 0800 731 5520 (Emergency Out of Hours)
- 101 (Police Scotland)

For further information go to:

<https://www.aberdeencity.gov.uk/services/social-care-and-health/child-protection>

<http://www.childprotectionpartnership.org.uk/>

A copy of Aberdeen City Council's Policy on Protecting Children and Young People in Aberdeen is available on the school website:

<https://hanover.aberdeen.sch.uk/our-school/child-protection/>



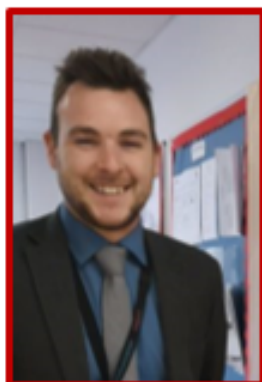
## **Child Protection in Hanover Street School**

The safe wellbeing of the children here at  
**Hanover Street School** is of extreme importance to us.

Our staff and adults must, at all times,  
be vigilant for signs which may indicate that a child is at risk from abuse and are  
trained to act upon their observations.

We have a detailed Child Protection Policy in school, which any member of staff will  
be able to share with you.

### **Who to contact?**



The Child Protection Coordinator in  
school is our

**Head Teacher,  
Mr Alan Markey.**

He will receive concerns from staff, students  
and volunteers and take action to safeguard  
children although this responsibility could sit  
with all members of staff, volunteers and  
students.

In his absence, the responsibility  
lies with the Deputising Senior  
Manager, our

**Depute Head Teacher,  
Miss Gillian Forbes.**

When neither of them is available, the  
responsibility for taking action lies with the  
individual member of staff, student or  
volunteer.

**Child protection is everyone's responsibility:**

**If you are worried about the safety of a child in Aberdeen call:**

- 01224 306877 (Joint Child Protection Team)
- 0800 731 5520 (Emergency Out of Hours)
- 101 (Police Scotland)





## School Security and Access for Parents - Primary

We want our school to be a welcoming place for all pupils and their families. It is important to ensure children, staff and visitors feel safe and secure at school. To help us do this we need to know who is in our school.

We ask all parents to follow these simple procedures to help us keep everyone safe.

When visiting the school always go to the Reception first, you will be asked to sign the visitor's book and given a visitor badge. Please ensure you return your badge and sign out at Reception when you leave.



Always drop off or pick up your child P1-7 in the school playground. Please don't use pupil entrances to enter or leave the building, unless using a specified entrance for collecting children from After-School Club.



Always make an appointment where possible by contacting the School Office. Staff members may not be available to speak to you if an appointment has not been made.



Parents of Nursery children are welcome to use Nursery entrances when dropping off or picking up your child. If you need access to the rest of the building, then always use the main entrance and report to Reception.



Please note the above arrangements will apply during normal school hours. For any other special events and or clubs which are run after school, different security arrangements may apply.



At Hanover Street, we aim to make the school a safe and healthy environment for all our pupils. We have a school security system which includes an intercom at the main door. All other doors operate on a time-monitored system whereby they are open only at times necessary for entry and exit of pupils.

**Entry for parents and visitors is through the main entrance only.**

Visitors must report to the school office and sign in. They will then be given a visitors' badge which must be worn within the school premises. We discourage parents from accompanying their children into the school beyond the reception area as this is disruptive to the children who are working in classes.

**P.E. Classes and Jewellery in P.E. Classes**

**Pupil Belongings – Valuables/Jewellery**

Please see section 2 – Practical School information.

**Pupil Attendance and Absence Procedures**

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 the school 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 section 2 of this handbook.

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 out with the school day.

## **Communicable/Infectious Diseases, Head Lice & Asthma**

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 may need be kept off school for a period of time where they have an infectious or contagious disease. These may common ailments such as, chicken pox etc.

We use national guidance (Infection Prevention and Control in Childcare Settings (version 5): May 2018, Health Protection Scotland) to inform us of need for/durations of absence.

This is the main policy and legislation with regards to infection prevention and control and guides our school policies, which are updated as guidance changes.

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](http://www.nhsgrampian.co.uk).

Our school policy is also available here: <https://hanover.aberdeen.sch.uk/our-school/nursery-policies/>

### **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 and on the school website.



Our school policy is available here:

<https://hanover.aberdeen.sch.uk/wp-content/uploads/2019/09/Management-of-Head-Lice-Prevention-and-Infection-January-2019-Review-January-2020.pdf>

## **Asthma Inhalers**

It is good practice for parents to provide 2 inhalers. Parents of children who carry their own inhalers should supply a spare named inhaler in case your child's inhaler is lost, misplaced or runs out.

## **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**

<https://www.aberdeencity.gov.uk/school-closures>

## **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.

## **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.

## **First Aid**

We have a core of trained First Aiders. This is monitored and updated regularly, in line with Aberdeen City Council's First Aid policy. Incident records are kept and if your child receives treatment for a head knock, you will receive a "head bump" note to advise you of the situation and suggested aftercare.



## **Administration of Medication**

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.

## **Playground Supervision**

The playground is supervised at playtime and lunchtime by pupil support staff. PSAs support the Senior Leadership team in supervising the children in the dinner hall and in dealing with any incidents or emergencies over the lunch hour. Pupils are expected to follow Hanover Street School behaviour expectations outside in the playground.

## **Risk Assessment**

We value the need for children to experience challenge and risk within a framework of security and safety, helping children learn how to be safe and aware of others and their environment.

Health and safety is the responsibility of all members of staff. Risk/benefit assessments are carried out regularly throughout the year as a matter of course. In addition, the Head Teacher and the Health and Safety/EIS representative carry out a comprehensive health and safety inspection biannually. Any trip out with the school environment will be risk/benefit assessed to ensure the safety of all participants.

## **Fire Drill**

Notices of fire drill procedures are displayed throughout the school.

Practice fire evacuation drills are held termly. The fire alarm is tested weekly.

## **School Pupils' Insurance**

No insurance cover is held by the Council to provide automatic compensation to pupils in the event of personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Council does hold third party liability insurance which indemnifies the council for claims from third parties such as parents of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council. This information is brought to your attention at this time in order that you take whatever action you feel is appropriate.

### **Responsibility for Authority Monies**

From time to time the school handles money on behalf of parents for school photographs, book fairs, fundraising events etc. While care is taken to bank money every day and to generally safeguard cash, it should be understood by parents that the Council will not reimburse such money if stolen or otherwise lost.

### **Anti-Weapon/Knife Crime Policy**

The above policy came into effect In September 2017.

The policy aims to:

- Inform schools of expectations with regard to anti-weapon / knife crime
- Provide procedural and operational guidance to all Aberdeen City Council schools and communities with regard to weapon / knife crime
- Provide guidance on procedures with regard to the searching of pupil's personal belongings
- Outline links to Aberdeen City Council Anti-Bullying Policy

The policy means that schools will be required to:

- Upskill staff in the requirements of the Anti- Weapon/Knife Policy for Aberdeen City Council
- Continue to work in partnership with Police Scotland
- Disseminate related materials to pupils, staff and parents
- Organise Pupil Forum discussions as stipulated in the Policy

The policy is available to view here: [Aberdeen City Council Anti-Weapon/Knife Crime Policy](#)

### **Bullying Behaviours & Anti-Bullying Policy**

This is detailed in section 3, School Ethos.



# Section 5

## Curriculum

### & Assessment





## 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)

## **Curriculum Levels**

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 Activities 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.

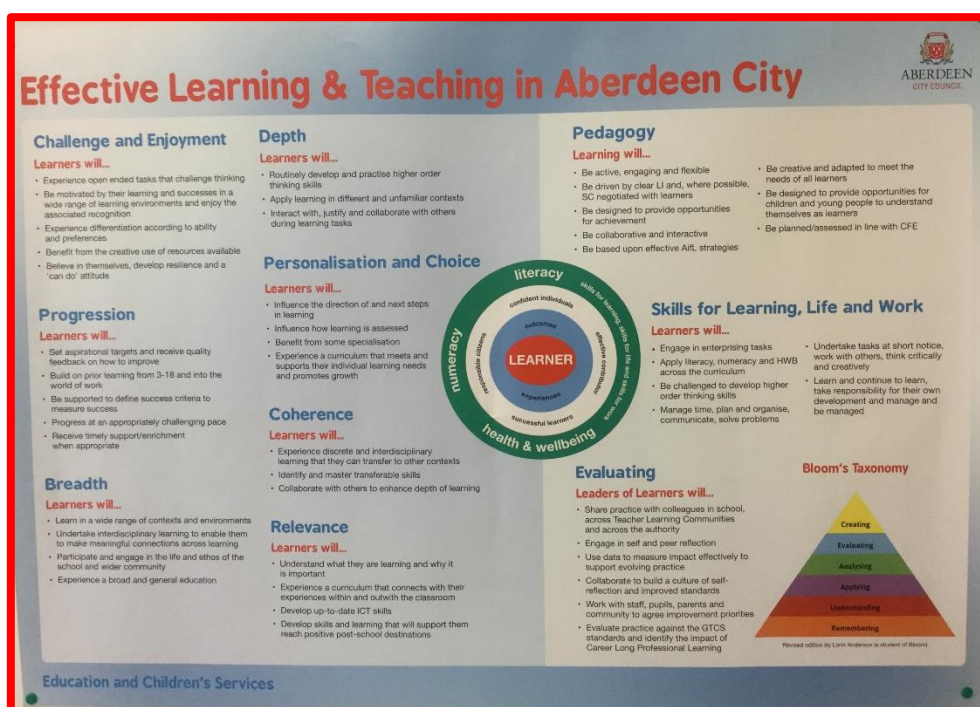
## The Four Capacities

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:

## 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.



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

## Pupil 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
- House System – House and Vice Captains
- Buddies – older pupils are paired with P1 pupils and help them to settle into school life
- 3C'S Group (Caring for our Communities Committee)



## 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.

## Scottish National Standardised Assessments (SNSAs)



School children in P1, P4, P7 complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching.

The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support.

There is no pass or fail and children and young people do not have to revise or prepare for these assessments.

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. Information is also shared and reported through our school website, Twitter and use of Class Dojo.

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 and the school website.

<https://hanover.aberdeen.sch.uk/category/extra-curricularclubs/>





## 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.

<https://www.aberdeencity.gov.uk/services/education-and-childcare/school-life/music-tuition>

## 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 has 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. 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

More information on key learning themes in our RSHP programme, from nursery through to P7 are detailed in our RSHP Policy, available on our school website:

<https://hanover.aberdeen.sch.uk/wp-content/uploads/2019/09/RSHP-Policy-November-2018-Review-October-2019.pdf>

## 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

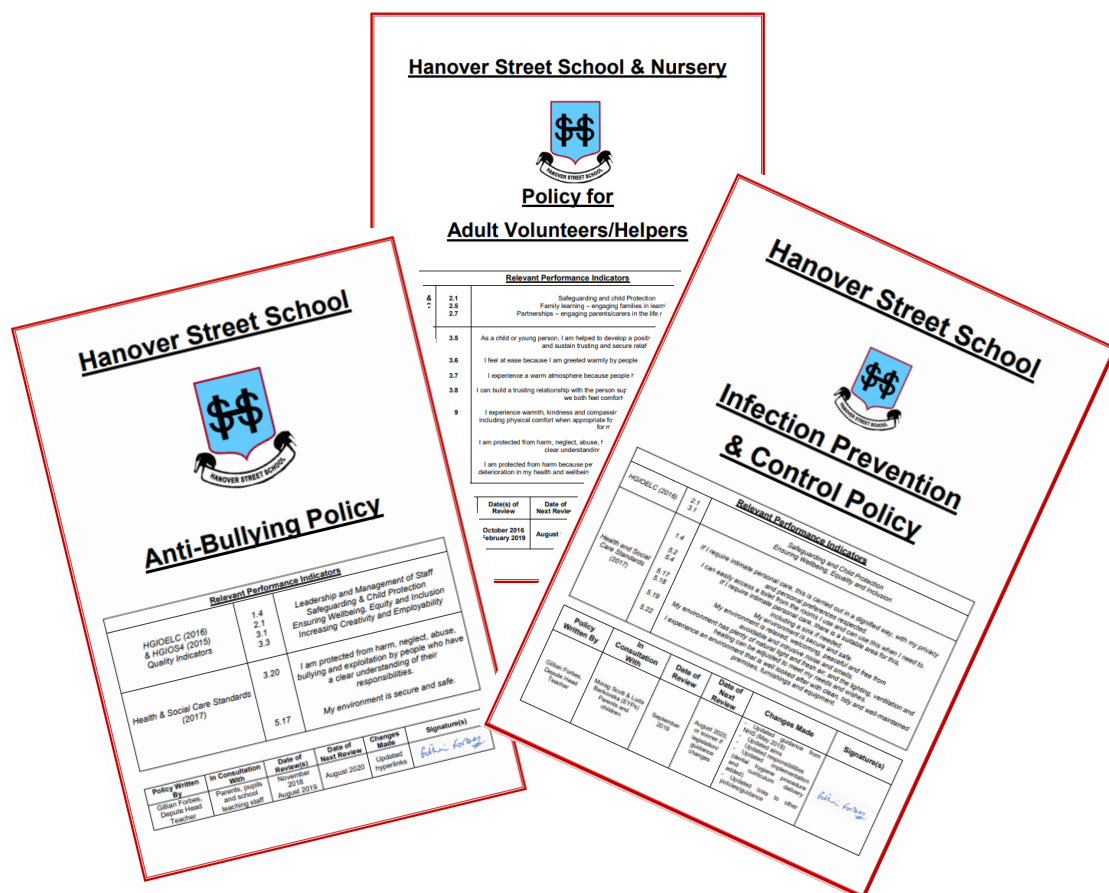
The authority and the school regularly review and update policies and practices to reflect Curriculum for Excellence requirements, new educational developments and best practice.

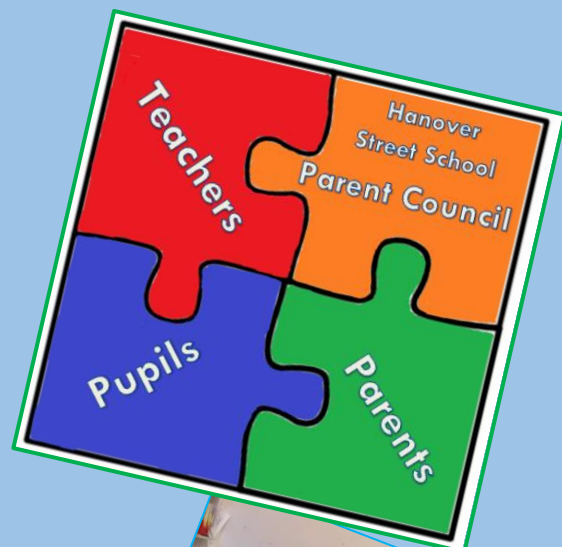
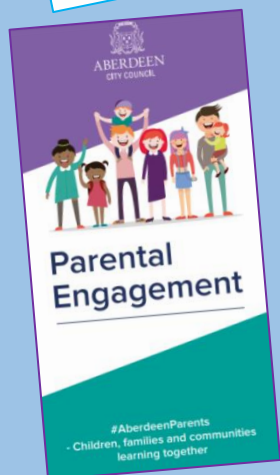
We have a register of policies and a calendar to guide regular review. As the policies are reviewed, they will be published on the school website. Paper copies will be available to view at the school office.

If you would like more information about current school or authority policies, please contact the school office, or click on the links below:

<https://hanover.aberdeen.sch.uk/our-school/school-policies/>

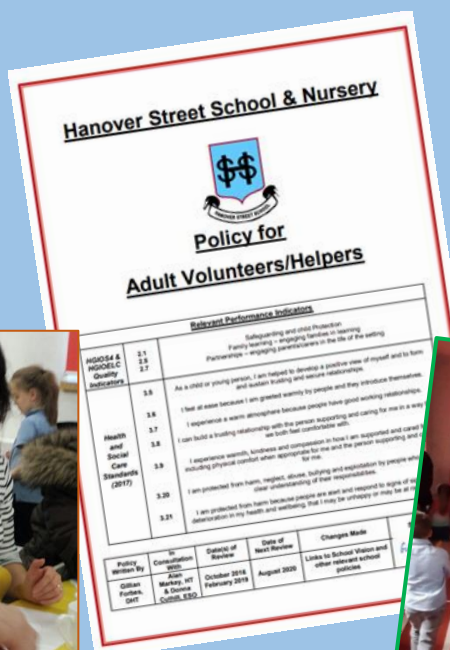
<https://hanover.aberdeen.sch.uk/our-school/nursery-policies/>





## Section 6

# Parental Involvement & Pupil Support





## Parental Engagement and 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 learning, 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!

## 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.



## Health Care

Specific school staff attend to first aid and we have regular visits from the School Nurse and Childsmile, the NHS Dental Service for Schools. 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 2 is given a toothbrush and toothpaste 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 our pupils are given an annual dental check-up.

## 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. As a nurturing school, we fully acknowledge the importance of transition in children's lives.

From April to 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.

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 one-day, two-day 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](mailto:harlawacademy@aberdeencity.gov.uk)

<https://harlawacademy.aberdeen.sch.uk/>

We have a strong transition process with Harlaw Academy. Children from P6 are involved in transition events, further deepening the partnership working that the associated school group (ASG) has.

## **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.

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**

Most children and young people get all the help and support they need from their parent(s), wider family and community, but sometimes, perhaps unexpectedly, they may need a bit of extra help.

Many parents say that when they need help it's not available and they don't know who to go to. The Named Person ensures that there is someone who is responsible for helping them get the support they need if and when they need it.

Children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person to help them get the support they need. A Named Person will be a clear point of contact if a child, young person or their parents want information or advice, or if they want to talk about any worries and seek support.

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.

### **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 ongoing 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.



# Section 7

## 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.

Our current and former improvement plans are available here:

<https://hanover.aberdeen.sch.uk/our-school/school-policies/>

Parents can access comparative information about all Scottish Schools and their education authorities at

<http://www.gov.scot/Topics/Statistics/Browse/School-Education>

For further information on national quality indicators go to

<https://education.gov.scot/improvement/self-evaluation/hgios4>

## Transferring Educational Data

Authorities 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.

## General Data Protection Regulations (GDPR)

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 GDPR (2018).



For further information on how we use any data, please see

<https://www.aberdeencity.gov.uk/your-data/why-and-how-we-use-your-data>.

## Parental Access to Records

This means that you can get access to your child's records.

Since 2004, parents have had the right (Pupils' Educational Records (Scotland) Regulations 2003) to see their child's educational record.

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<https://education.gov.scot/parentzone/my-school/general-school-information>

## Dealing with Compliments, Concerns & Complaints

### Compliments

We gratefully receive positive feedback and compliments. We record, and with permission, may share compliments on our school website on:

<https://hanover.aberdeen.sch.uk/category/achievements/comments-and-compliments/>

### Concerns and Complaints

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.

### Complaints Handling Procedure

The process is summarised below.

#### Stage 1: Frontline resolution

Straight-forward complaints are usually dealt with at this stage. We have up to 5 working days to respond and this may be done in person, by telephone, letter or email.

Stage 1a: 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. 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.

Stage 1b: If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the Senior Leadership Team for further advice. 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.

## **Stage 2: Investigation**

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 & Manager for the school can be contacted at the address and telephone number listed below: -

**Quality Improvement Manager**  
**Mrs Caroline Johnstone**

**Marischal College**  
**Business Hub 13**  
**Level 2 North**  
**Aberdeen**  
**Tel: 01224 523124**

**Quality Improvement Officer**  
**Ms Jenny Cheyne**

There are various links on the Aberdeen City Council website to advise:

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

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

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

*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.*



