



Kaimhill School ➡ Interactive Handbook



2023-2024

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Welcome from the Head Teacher

Dear Parents

It is with pleasure that I present you with the Kaimhill School Interactive Handbook for Session 2023/2024. This handbook offers an introduction to our school and a general overview of the education your child receives. The information within is correct at the time of completion, but some minor changes in the information could occur during the current session.

This handbook cannot describe the happy, caring, purposeful environment that the Kaimhill Staff and children have created in school. I do hope that this is something you experience and evaluate when you visit Kaimhill School. Additional information can be found on our school website* or you may wish to contact the school if your enrolment questions have not been answered; appointments can be arranged by telephone or email.

**An updated school website is in the process of being created*

The information in our handbook is specific to Kaimhill Primary School & Early Learning Centre (Nursery) and aligned with Aberdeen City Council policy and procedures. To make our handbook easy to use I've divided the information into five different sections:

Section One – Practical Information about the School

Section Two – Parental Involvement in the School

Section Three – School Curriculum

Section Four – Support for Pupils

Section Five – School Improvement

It is my desire that every pupil, staff member, parent and partner across our Kaimhill School community has a quality experience of our school. The ethos at Kaimhill School is one of approachability and

openness, however problems or concerns sometimes arise and when given the opportunity, it is my responsibility to try to find a positive resolution. By working together, we can ensure that Kaimhill grows in strength and our children receive the educational experiences they need to grow as successful, safe and ambitious learners. When your child enrolls at Kaimhill School, I do hope that their school career is a happy one and we look forward to working with you to support your child's education. If you have any questions or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

Susie Webster, **Head Teacher**

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

Click here to find out more about education and integrated children and family services provided by Aberdeen City Council. This guide also provides information about the Government legislation that relates to children's care and education.

➡ [A Guide to Integrated Children and Family Services 2020 - 2021](#)

➡ [Aberdeen City's Children's Services Plan 2020-2023](#)

School Zone/Catchment Area

➡ Click here to find out if you live in the Kaimhill School zone

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

School Contact Details

Address

Pitmedden Terrace
Aberdeen
AB10 7HR

Tel. No. 01224 498150

E.Mail: kaimhill@aberdeencity.gov.uk

Website: www.kaimhill.aberdeen.sch.uk

Twitter: @kaimhillsch

Schools Information Line 08700541999, PIN
code for Kaimhill 011430

Head Teacher: Mrs Susie Webster

Depute Head Teacher: Mrs Diane Rough

Depute Head Teacher/Nursery Manager: Mr Sean Rafferty

Principal Teacher Mrs Fiona Black (0.6)

About the School

Stages of Education provided for

Present Roll

Denominational Status of the School

Gaelic Medium Education

Organisation of the School Day

ELC - P7

468 (80 place nursery)

Non-Denominational

Not Applicable

ELC	Primary P1-P7
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Morning	School starts	8.55am - 10.20am
8.30am - 11.40am	Morning break	10.20am - 10.40am
Afternoon	Lunch	Setting 1: 11.55 - 12.40 Setting 2: 12.10 - 12.55 Setting 3: 12.30 - 1.15
12.25pm - 3.00pm	School End	3.00pm

PE days for pupils vary for each class. Class teachers will have conveyed this information in their termly newsletters posted on the school website.

Whole-school assemblies are led by the senior leadership team every Monday afternoon and focus on our school's vision, values and aims, and/or aspects of child-led school improvements.

School Term, In-Service & Holiday Dates 2023-2024

Term 1	
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	21 August 2023 to 13 October 2023 In-service day - Monday 21 August 2023 Term starts - Tuesday 22 August 2023 September holiday - Friday 22 September to Monday 25 September 2023 Term ends - Friday 13 October 2023 October holiday - Monday 16 October to Friday 27 October 2023
Term 2	30 October 2023 to 21 December 2023 Term starts - Monday 30 October 2023 In-service day - Friday 17 November 2023 Term ends - Thursday 21 December 2023 Christmas holiday - Friday 22 December 2023 to Friday 5 January 2024
Term 3	8 January 2024 to 31 March 2024 Term starts - Monday 8 January 2024 Mid term holiday - Monday 12 February 2024 In-service day - Tuesday 13 February 2024

	In-service day - Wednesday 14 February 2024 Term ends - Friday 29 March 2024 Spring holiday - Monday 1 April to Friday 12 April 2024
Term 4	15 April 2024 to 5 July 2024 Term starts - Monday 15 April 2024 May Day holiday - Monday 6 May 2024 In-service day - Tuesday 7 May 2024 Term ends - Friday 5 July 2024

SECTION 1 - Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- Registration and Enrolment
- Attendance, Absence & Lateness
- Travelling to and from School
- General Supervision & Playground Information
- School Security & Access for Parents
- Uniform, PE Kit & Financial Assistance with School Clothing
- Lost Property & Pupil Belongings
- School Meals & Free School Meals
- Breakfast Club, After School Club & Extra Curricular Activities
- Mobile Phones
- School Closures
- Medical Support
- Pupil Insurance

Registration & Enrolment

➡ **Nursery** - [Apply here](#)

The nursery provides eighty part-time places for children between three and five years of age. There are two nursery sessions, one in the morning and one in the afternoon. Forty children attend each session. Children attend 5 sessions per week. Admission to the nursery follows the policy set by Aberdeen City Council. Children starting nursery will be phased in gradually in small groups over a short period of time. This provides the staff and new children time to get to know each other. Before your child starts nursery

they will be given the opportunity to visit and meet the staff and their peers.

➡ **Primary 1** - [Apply here for all Primary Provision](#)

Children who have their 5th birthday on or before the last day of February may enrol for Primary 1 commencing in August. In January the Authority places an advert in the local paper to give notification of the enrolment week. Children who reach their 5th birthday on or before the last day of February are accepted for Primary 1 in the following August. Parents should note however, that there is no obligation to enrol children until the August after their 5th birthday. Before you apply for a school place online, you will need to set up an account. This is so you can track the progress of your application. You will need to provide evidence of where you live, your child's birth certificate and any other information specific to your case. You can upload these to the form when you apply.

Primary and Secondary zone

Parents should make a school placing request online if they wish their child to attend a school out with the zone in which they live.

Email Address: schoolplacings@aberdeencity.gov.uk **Tel** (01224) 522753 or 522609 **Fax** (01224) 522022

Attendance & Absence

➡ [The Education \(Scotland\) Act 1980](#) requires parents to ensure that their children receive a suitable education from the time they are five. This is normally provided through attendance at school and parents have a duty to ensure regular attendance. Please let us know in advance if your child needs time off school to attend a medical or dental appointment. If an explanation of the absence is not provided, the period will be recorded as an unauthorised absence. Where a child is required to leave school during the day to attend an appointment, the pupil should be collected by a responsible adult. Unaccompanied children cannot be allowed out of school during the day.

All schools are required to provide statistics on attendance to the Education Authority. Schools must

give a breakdown of both authorised and unauthorised absences.

Authorised absences are identified as absences due to:

- Sickness/ill health to include medical and dental appointments
- Bereavement
- Education in another establishment
- Judicial purposes

An unauthorised absence is defined as an absence not falling into any of the above categories.

Time off school for family holidays will be categorised as unauthorised absence in most cases unless there are exceptional family circumstances. In these cases the Head Teacher may sanction permission for time off school.

Parents should still notify the school of the intention to take children out for family holidays. Parents who are having general problems with their child's attendance at school should contact the school as soon as a problem arises. Each school has an assigned Home-School Liaison Officer who will work with families and schools in order to identify the reasons for non-attendance and agree a plan for improving attendance.

Lateness

Lateness is a problem which causes significant disruption to the learning of children and young people. When a pupil is late for school they should report to the school office where the late arrival will be recorded. We monitor late-coming to school and seek to support by implementing appropriate and

proportionate interventions.

➡ [Promoting and Managing School Attendance](#)

➡ [Aberdeen City Council - Pupil Attendance](#) - Leaflet

Travel to and from School

The responsibility for ensuring <https://www.gov.scot/resource/doc/294630/0091104.pdf> safe travel to and from school is a parental/carer one. Kaimhill School sits in the heart of our Garthdee Community and we actively encourage our youngsters to walk to school. When parents and carers choose to drive their youngsters to school we ask that you **reverse park** in the car park. There is a number of disabled parking bays which must only be used by blue badge holders. There is a turning circle beside the main school entrance which is strictly for the use of emergency vehicles, taxis, deliveries and other associated school business. This area should not be used to drop-off youngsters nor be used as parking space for nursery drop-off and pick-up. We operate a pick-up system for all Nursery, P1 and P2 children and your child will not be allowed to leave with any adult other than those with parental authorisation. ➡ [P1 and P2 End of School Day Protocol](#)

General Supervision

There is no supervision before school begins therefore pupils should not arrive at school until as near to the school start time as possible. Parents and carers are asked to dress their children warmly as they will have to play outside until the school bell rings at 8.55am.

We ask that children are picked up in a timely manner and not left to wait for parents in the school foyer after 3.00pm. This is a community area and not supervised at any time by school staff.

Playground Information

Children are supervised in the playground at all times by Pupil Support Assistants during break and lunchtimes, and by 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. Please ensure children have 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 Security & Access for Parents

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 to 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 Reception first, where you will be asked to sign the visitors' book and be given a sticker. Please ensure you sign out at Reception when you leave.
- Always drop off or pick up your child in P1-7 in the school playground. Please don't use pupil entrances to enter or leave the building.

- 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 the Nursery entrance when dropping off or picking up your child. If you need to access the rest of the building, then always report to Reception.

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

Uniform

Children at Kaimhill School wear school uniform as it creates a shared identity and pride in our school. It is important the children are suitably dressed for the range of activities and experiences of Nursery and School. A range of Kaimhill School items including sweatshirts, jackets and fleeces in navy blue and white polo shirts with a school badge can be bought from the school office.

Please contact the school office for an order form/price list. Prices can also be found at Appendix 2.

All other clothing items should be either black, grey, navy or white where possible. Uniform should consist of grey or black trousers, tracksuit bottoms, leggings, skirts or shorts. Blue checked school dresses may be worn in warmer weather. Shoes should be comfortable and suitable for climbing and outdoor play (we do encourage trainers). Indoor footwear is required by all pupils.

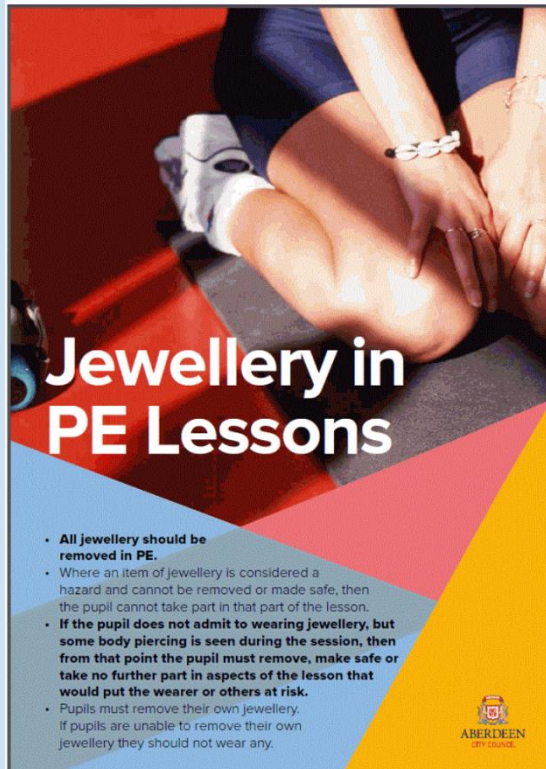
We discourage the wearing of jewellery at school. Rings and earrings can cause painful accidents and the loss of valuables is distressing for children. Please name all your child's possessions to help identify them if they are misplaced. Please ensure that all items of clothing are clearly labelled, particularly

sweatshirts and PE equipment which are often lost.

We ask that parents and carers do not send their children to school in football colours as they encourage unnecessary arguments and rivalry. Clothing which bears slogans or is decorated with chains is not permitted and should your child arrive in unsuitable clothing they will be asked to choose a more acceptable item from the school's stock of uniform.

PE Kit - At Kaimhill, most pupils are in the gym regularly. P.E. kit should ideally be brought into school in a gym bag (available in school for £3.50) on Monday morning and taken home on Friday afternoon for washing. All pupils require a T-shirt, shorts/ tracksuit bottoms/leggings and indoor trainers for indoor P.E. lessons. On outdoor P.E. days pupils should wear shorts/tracksuit bottoms/leggings to school with their school jumper.

Kaimhill School follows the Aberdeen City Council Code of Practice:



All jewellery must be removed during PE.

- ≠ Where an item of jewellery is considered a hazard and cannot be removed or made safe, then the pupil cannot participate in that part of the lesson
- ≠ Pupils must remove their own jewellery. If pupils are unable to remove their own jewellery they should not wear any.
- ≠ Newly-pierced ear (with sleeper studs) may be covered with Micropore tape for the necessary six weeks healing time but require to be removed by the pupil after this time.

Clothing Grants

In some circumstances, a grant can be provided 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.

Information on clothing grants is available on the Aberdeen City Council website.

➡ [Apply for a school clothing grant here](#)

As part of our ongoing commitment to reducing the cost of the school day at Kaimhill, we have a range of new and pre-loved school uniform items available. Please contact the School Office or Mr Rafferty for more information.

Lost Property

A lost property box is situated outside the School Office at the entrance to the school. It is the child's or parents/carers' responsibility to retrieve lost property. It is essential that all items of clothing and footwear worn at school be named. Parents and carers are advised that unclaimed items will be cleaned for our pre-loved uniform scheme or put into our RagBag collection box at the end of each term.

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

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parents, carers and catering services.

➡ [Click here to view the most recent ACC school meals menu](#)

➡ All Parents should register for [Parent Pay](#) which gives them the option to choose meals for their children. The activation letters are issued by the school office.

School meals are provided free of charge for all pupils from P1 – 5. Parents of pupils from P6 - 7 have to pay for school lunches using Parent Pay online.

Pupils may also bring a packed lunch to school. We are a Health Promoting School and encourage parents to provide packed lunches with a balanced content, not too many sweets and crisps. Fizzy juices, energy drinks, lollipops and chewing gum are **not** allowed. Like you, we want our pupils to be happy and healthy and the food they eat plays a major part in their future health and well-being.

➡ [Click here for healthy packed lunch ideas](#)

Free School Meals are provided for families who are eligible. If you believe your child should receive free school meals, please contact the school office or apply using the link provided. We will of course treat any queries and applications with confidentiality.

➡ [Apply for free school meals](#)

Snacks

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.

* We do not hand out any celebratory food provided for a special occasion. Please do not give birthday cakes/special snacks to the school office or class teachers to distribute.

Breakfast Club

There is no breakfast club currently running at Kaimhill School

After School Club Out of School Club is one of many clubs across the city provided by Community Link Childcare. It takes place every afternoon during term time in the community wing. For information regarding enrolment with the Out of School Care please contact

COMMUNITY LINK CHILDCARE

Telephone: 07525855363

Email: kaimhill@communitylinkchildcare.org.uk

Extra-Curricular Activities

At Kaimhill 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 extracurricular activities will be communicated throughout the year via school emails, twitter and the school website.

Active Schools

Active Schools is sportscotland's national initiative that aims to get more children more active, more often. Delivered in Aberdeen by Sport Aberdeen's Active Schools Team, Active Schools work with all primary, secondary and ASN schools in the city to increase the number of children being active.

The team is responsible for creating opportunities and encouraging all children and young people to participate in physical activity and sport.

Each Active Schools Coordinator works for a set of associated school groups (ASG); these are made up of one of the secondary schools in the city along with each of their associated primary schools.

Find out more about what Active School currently offer:

➡ <https://www.sportaberdeen.co.uk/active-schools>

Mobile Phones

Mobile phones and other electronic devices are not permitted, but if brought to school as a one-off must be handed to the school office for safe keeping, with an explanatory note. The school is unable to take responsibility for any valuables lost or damaged on school premises.

Parents and carers frequently update their mobiles and it is important that the school is given notice of any changes to parent or carer contact details.

School Closures

In the event of an emergency, such as a power cut or severe weather which prevents schools from opening in the morning or results in an early closure, a range of communications channels are used to let parents know. It is vital that parents and carers issue us with three emergency contacts other than their home address so that their child can be with a responsible adult should an emergency arise in school.

➡ ➡ the event of adverse weather and other emergencies requiring the school to be fully or partially closed information will be published on [Aberdeen City Council's](#) website.

There is a Schools Information Line for parents **0870 054 1999 PIN 011430**

Northsound Radio will also provide up-to-date information in the event of bad weather. We respectfully request that parents do not use the main school line in bad weather where possible as it is important to keep it clear for emergencies.

Information will also be available and updated via the school's website and twitter feed.

Medical Advice & Support

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 to be kept off school for a period of time where they have an infectious or contagious disease. These may be common ailments such as chicken pox. We use national guidance to inform us of need for/durations of absence.

➡ [Infection Prevention and Control in Childcare Settings: May 2018, Health Protection Scotland](#)

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

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.

Medication & First Aid

Many pupils will need to take medication at school at some time in their school life. Medication should

only be taken to school when absolutely essential and with the agreement of the Head Teacher. When medication, including inhalers, needs to be used during school, a medication form must be completed (available from the school office) before it can be administered by a member of staff.

All Pupil Support Assistants have a full qualification in Emergency First Aid. Clearly where there is any doubt over an injury or illness, we will contact you immediately and in any emergency, contact the appropriate emergency services.

➡ [First Aid Policy](#)

Head Lice

In common with all schools, Head Lice infestations occur from time to time. Please help us contain outbreaks by informing the school office if your child is affected. Please do not send your child to school if you think they might have head lice until you have treated the problem. If we suspect your child has head lice, we will contact you to discuss support. At times, head lice can be extremely difficult to clear. If you would like some help and advice, please let us know and we will put you in touch with the school nurse who is always glad to offer help and advice.

➡ [Click here for further advice and guidance](#)

Medical and other Professional Services

Our school doctor is Dr Susan Moore and our nurse is Mrs Kerry Bell. The school doctor and/or nurse offers appointments to pupils where concerns have been raised either from home or at school.

➡ [ChildSmile](#)

Good oral health in childhood means healthy teeth and gums throughout life. Childsmile works in partnership with education colleagues to ensure all children, regardless of income or background, have the best possible start. Children in Nursery - P2 participate in toothbrushing on a daily basis.

Dental inspections take place in P1 and P7 and we will inform you in advance of these taking place.

Pupil Insurance

No insurance is held by the City Council to provide automatic compensation for 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 City Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from any negligence of the Council. However, if there is no negligence, no claim would be accepted by the Council.

Section Two – Parental Involvement in the School

- Our Vision, Values & Aims
- Rights Respecting School
- Positive Relationships & Anti-Bullying
- Communication
- Parental Consultation
- Parent Councils
- Parent Volunteers
- Pupil Leadership

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership. You can also find out more about the vision for our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider community. Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

OUR VISION...

“At Kaimhill School, we are a diverse and inclusive community of learners who strive to do our best for ourselves and others. With a positive attitude, we develop confident, creative leaders of tomorrow. We grow from our mistakes and step out of our comfort zones to reach our full potential.”

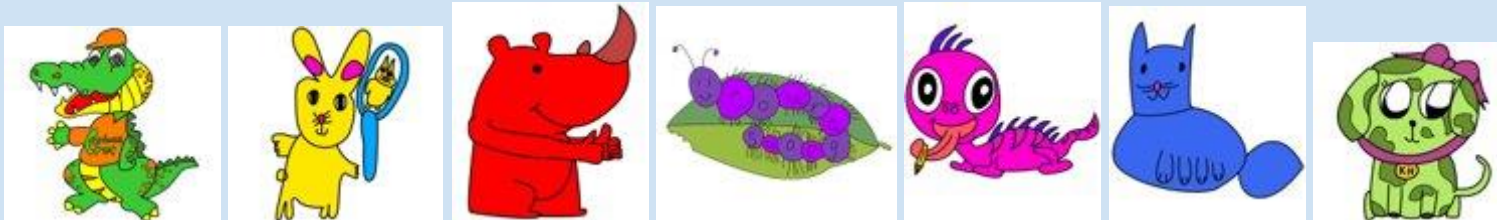
Our Kaimhill School vision is set within the wider vision Aberdeen City Council has for all its learners:

Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:

- *Offers nurturing, relevant learning opportunities for all.*
- *Strengthens the resilience of all.*
- *Celebrates aspiration, ambition and innovation with all*

OUR VALUES... Kaimhill staff, pupils and parents have created a set of learner characteristics or ‘values’ for our school. Our unique learner characteristics represent the ways in which we learn and the skills that are important for us as learners. These dispositions underpin the learning experiences in our school and enable our children to have a deeper understanding of the **how** and **why** of learning.

Kaimhill School Learner Characteristics



OUR AIMS...

We are committed to supporting the development of the whole child and wish to encourage moral, social and cultural development. As a Rights Respecting School, we place the rights of children at the centre and strive to nurture and nourish our pupils as active citizens. At Kaimhill we aim to develop successful learners, confident individuals, effective contributors and responsible citizens through:

We regularly speak about our school aims in class and at whole-school assemblies. Pupils are recognised each term with STAR certificates awarded for outstanding commitment to our Kaimhill School values.



➡ [Rights Respecting School](#)

The UN Convention on the Rights of the Child (UNCRC) sets out the rights of every person under 18 and how these rights should be met. The UK government has agreed to follow the UNCRC and UNICEF has developed an award program within schools to promote the 54 articles laid down by the UNRC. We hope to gain our Silver Award this session.

The four main principles of the UNCRC are:

Non-Discrimination (Article 2) – The convention applies to everyone: whatever their ethnicity, gender, religion, abilities; whatever they think or say; whatever type of family they come from.

Participation (Article 12) – Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Best Interest (Article 3) – The best interest of the child must be a top priority in all things that affect children.

Life, Survival, and Development (Article 6) – Every child has the right to life and governments must do all they can to ensure that children survive and develop to their full potential.

The Rights Respecting School Steering groups leads on these principles at Kaimhill School.

How Can You Help? You can help by talking to your child about the articles chosen by the class. You can ensure you promote and encourage your child to achieve a healthy lifestyle by providing healthy snacks and lunches. You can also encourage your child to take part in any physical, artistic or cultural activities offered by the school or community. Encourage your child to be mindful of their actions and any behaviour that may impact on others' rights.

Better Relationships, Better Learning, Better Behaviour We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour, improving relationships and promoting

positive behaviour strategies. Our Positive Relationships Policy sets out our expectations and supports our vision for the “Kaimhill Family”. Kaimhill is at present a bronze level Rights Respecting School and is working towards achievement of silver level.

[Positive Relationships Policy](#)

Anti-Bullying Policy

Kaimhill operates a Positive Relationships Policy in school. Parental support is needed for the programme to be effective. Through this programme we hope to establish good behaviour from our children and to eliminate bullying. Pupils, parents/carers, teachers and support staff all take collective responsibility for the promotion of positive behaviour in our school. 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, breed resentment and make the situation worse. Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation. 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. We work closely with parents and carers and together we are able to find solutions to most situations.

[Anti-Bullying Policy](#)

Communication

School - Home

At Kaimhill School, we aim to build strong relationships between home and school. We will contact home if we want to share good news or have concerns about behaviour, progress or your child's happiness and well-being. Please feel free to contact us if you have any good news to share or concerns. We will always try to arrange meetings as soon as we can.

During the year, a number of opportunities are offered to parents/carers to find out more about the school and their child's learning. These include:

- Private parent/teacher interviews – to discuss your child's progress
- Curriculum Workshops – to find out what and how your child learns
- Open Days – to see the school and its activities
- Class Newsletters
- School Newsletters
- School updates accessed through school website
- Groupcall emails
- Twitter

Home - School

If at any time you want to discuss something with a member of staff, suggested modes of communication are:

- A note in the homework diary
- A meeting arranged through the school office
- Telephone call
- Email

Parental Consultation

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. There are two opportunities each session for parents and carers to come to the school to view their child's work. These take place in September and March. Parents and carers are asked to attend these sessions to ensure that the home/school partnership remains effective.

Class teachers will be pleased to meet with parents and carers at other times during the session to discuss the progress of children, but we ask that an appointment time is agreed. It is not always appropriate to speak to the class teacher at the beginning of the school day as teaching needs to begin promptly. Similarly at the end of the day teachers often have additional school and city based meetings and are required to undertake Professional Learning activities.

We also share your child's learning more informally with you throughout the year for example we will invite you in to view pupils' work and performances. This session we have introduced 'Snapshot Jotters' which will be shared in September, February and May. We know our pupils will proudly share their learning with you and ask that these are returned to school in the required timescale in readiness for the next entries to be made.

➡ [Parental Engagement Calendar](#)

Each year we create a summary of our Standards and Quality Report. This report, which is posted on the school website, highlights our achievements over the last year and an evaluation of key aspects of the school's work.

➡ [Standards & Quality Report 2021-2022/Improvement Plan 2022-2023](#)
[Child-Friendly Improvement Plan 2022-2023](#)

Parent Councils

Parent Councils are the formal representative body for parents and carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents and carers locally. In Kaimhill we are well supported by our small but effective Parent Council.

CONTACT pckaimhill@aberdeen.npfs.org.uk

Parents/carers are welcome to:

- be involved with their child's education and learning
- be active participants in the life of the school
- express their views on school education generally and work in partnership with their children's school.

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents/carers can expect to:

- receive information about the school and its activities
- hear about what partnership with parents/carers means in our school
- be invited to be involved in ways and times that suit you
- identify issues you want the Parent Council to work on with the school
- be asked your opinion by the Parent Council on issues relating to the school and the education it provides
- work in partnership with staff
- enjoy taking part in the life of the school in whatever way possible

The Parent Forum decides how their representatives on the Parent Council are chosen and how the

Parent Council operates. Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are to:

- support the school in its work with pupils
- represent the views of parents/carers
- promote contact between the school, parents, carers, pupils, providers of nursery education and the community
- report to the Parent Forum and be involved in the appointment of senior promoted staff
- raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

Our current Parent Council Chair is Colleen Costillo and she can be contacted via the school office.

For more information on parental/carer involvement or to find out about parents/carers as partners in their children's learning, please contact the school or visit the Parentzone website at

➡ [Parentzone Scotland | Parent Zone](#)

➡ Further information about Aberdeen City Council's Parental Engagement strategy can be found at [Parental Engagement](#)

Parent Volunteers

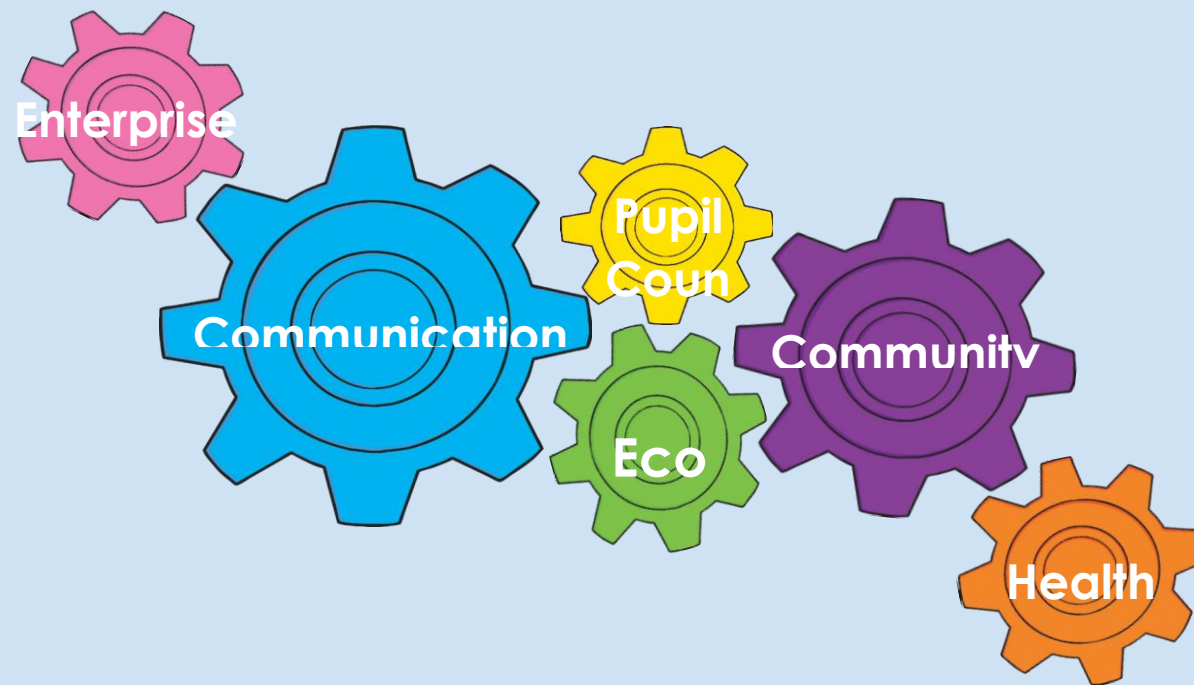
Parents who are interested in being actively involved in the daily life of the school are most welcome. Many already help, both in the classroom and with other activities such as accompanying classes to events and on trips and organising resources. Some parents and carers come in once a week, others

monthly, or when required. If you would like to be involved in any of these activities or help with our clubs, please do come along and tell us. You will be made most welcome. Parents and carers who support us in this way must go through the Protection of Vulnerable Groups process free of charge. This is done in the strictest confidence.

Pupil Leadership

Pupil leadership is an increasing strength Kaimhill School and voice is represented our C.O.G.S. (Collecting Opinions our School) - Communication, Sustainability, Like-Community, Health and Eco Other opportunities leadership include P6 Castle Leaders, the Defenders (anti-squad), Rights

Respecting Schools group and the Pupil Council. We use [HGIOURS](#) to support our pupils to evaluate their contribution in improving our school and value their voice, opinions and collaboration.



of
pupil
through
to Grow
Skills,
Enterprise
Groups.
for
and P7
Kaimhill
bullying

We are so proud of both the contribution and achievements of our children.

Section Three – School Curriculum

- Curriculum for Excellence

- Our Curriculum Rationale
- Broad General Education
- Literacy & English
- Numeracy & Mathematics
- Health & Wellbeing
- Sensitive Aspects of the Curriculum
- English as an Additional Language
- Digital Technologies
- Learning & Teaching
- Assessment & Reporting

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing. As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school. Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

Curriculum for Excellence - *bringing learning to life and life to learning*

Curriculum for Excellence aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast-changing world. Recently, and following advice from the International Council of Education Advisers, the Scottish Government has worked with partners to update the narrative around CfE. This has now been published on a dedicated website and provides a helpful overview of the intent and aspirations of our Scottish curriculum - *'the totality of all that is planned*

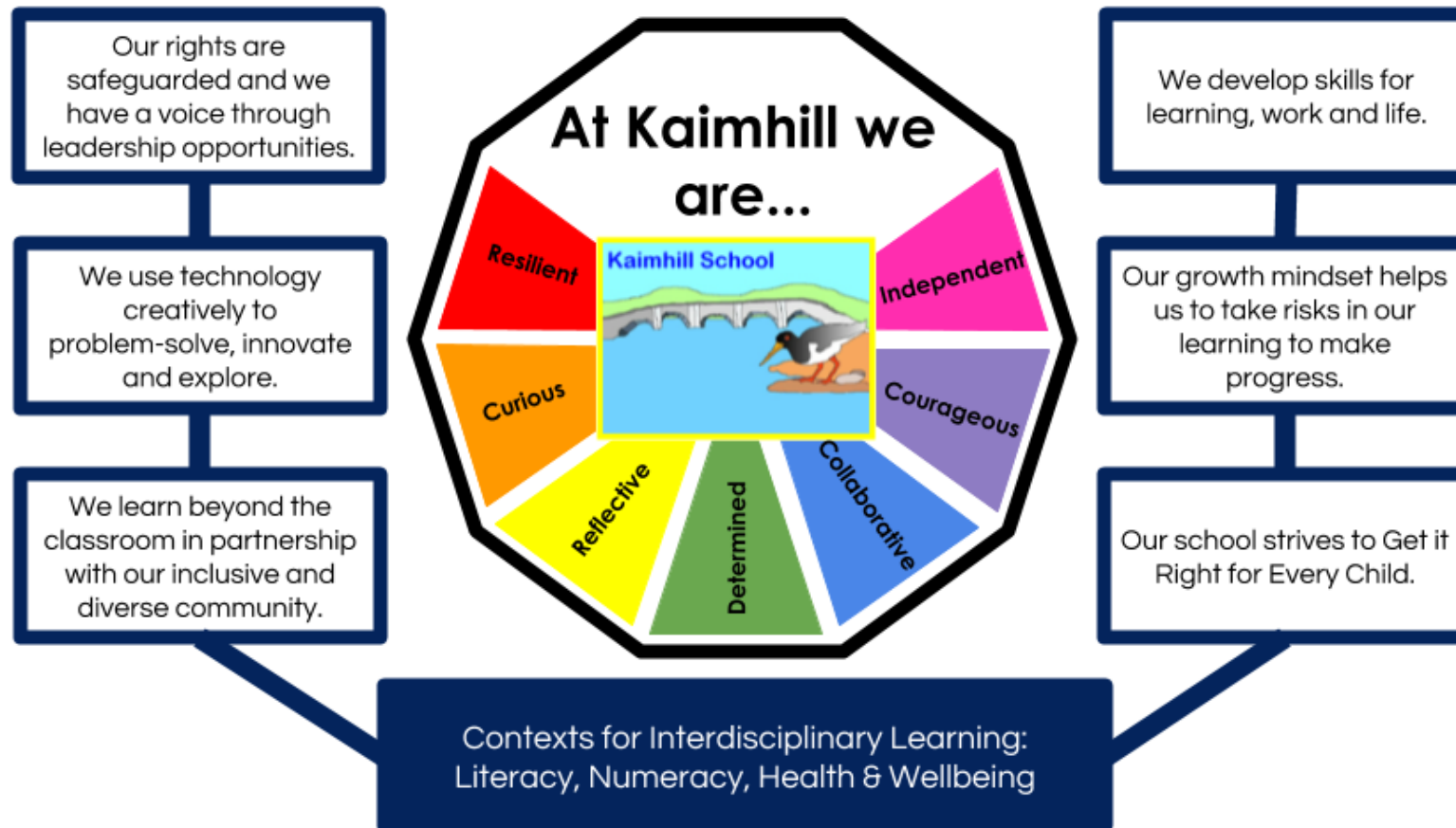
for children and young people throughout their education'.

➡ <https://scotlandscurriculum.scot>

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every teacher and practitioner is responsible for the development of literacy and numeracy from Early Level through to Senior Phase. It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping to make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

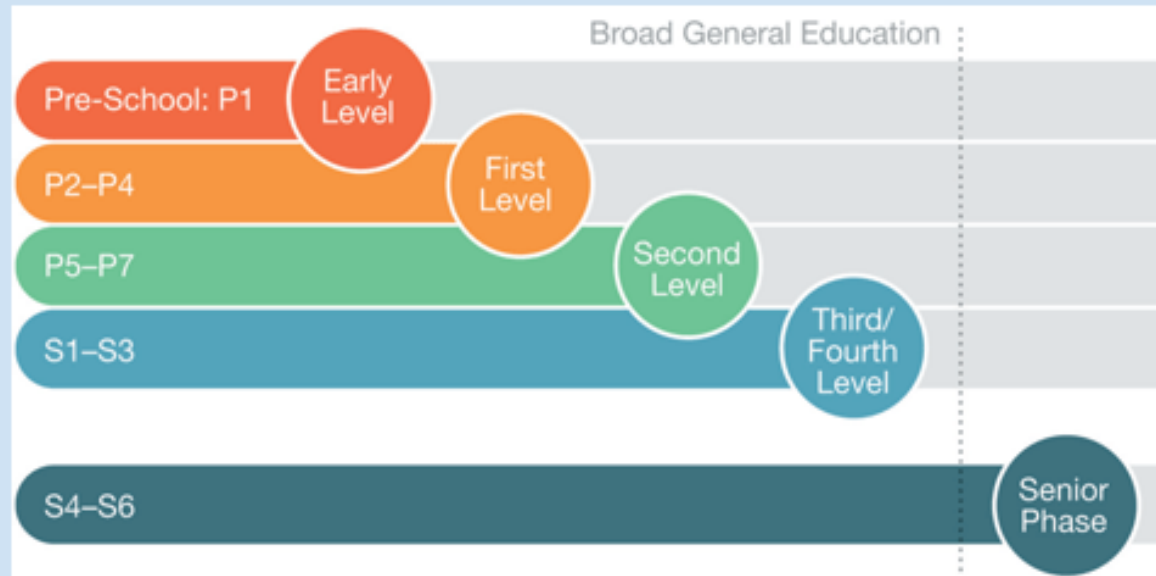
The delivery of the curriculum at Kaimhill School is underpinned by our clear rationale and also a strong sense of integrity - **all** are valued as equals and we celebrate the diversity that is our wonderfully unique Kaimhill School Community.

Our Curriculum Rationale



Broad General Education

Learners will progress at their own pace through the curriculum levels - the framework is designed to be flexible to permit careful planning for those with [additional support needs](#), including those who have a learning difficulty and those who are particularly [able or talented](#).



We want our children to:

- Reach the highest possible levels of achievement
- Understand the world they live in
- Foster life-long learning
- Develop skills for the 21st century

Literacy & English

Children's language skills are developed through a programme of language work involving listening, talking, reading and writing. Structured programmes are in place which promote the children's development in these four areas and this will include work on phonics, spelling, handwriting, grammar and punctuation. As well as programmes, children develop language naturally in a variety of different experiences across the curriculum. This is promoted through creative work such as listening to and learning poetry, giving talks, drama lessons, author visits and Social Studies visits.

➡ As part of the [1 + 2 initiative](#), French is taught to all pupils from Primary 1 to Primary 7. The pupils learn vocabulary and participate in games and simple writing activities. French is the main modern language taught at Harlaw Academy.

The development of literacy skills plays an important role in all learning. It unlocks access to the wider curriculum!

Reading	Writing	Listening	Talking
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➡ Emerging Literacy - [Click here to find out about Emerging Literacy](#)

What can you do to help?

- Read regularly at home
- Visit the library
- Practise your child's spelling words
- Talk to one another as often as possible

➡ [Supporting Literacy at Home](#)

Numeracy & Mathematics

The school has programmes in place which develop confidence and skills in the areas of **Number, Money and Measure, Shape, Position and Movement, Information Handling and Problem Solving**. A structured planner is followed to ensure progression and pace. Our emphasis is on interactive and practical work with children taking an active part in their own learning. We use mathematical games, calculators, interactive whiteboards and computer software to introduce and reinforce ideas and concepts. Standardised assessments are used as part of our assessment programme. Our core textbook is Heinemann Maths. We also use Big Maths to support numeracy skills.

We introduce various strategies to complete maths work and develop learners' skills in mental calculations using a resource called Big Maths. Click here to find out more.

 <http://www.bigmaths.com>

Our progressive programme allows children to develop at an appropriate, but stretching pace. We encourage children to think and reason for themselves and also enjoy the challenges and creativity of maths. Through interdisciplinary learning, there are opportunities for children to develop their mathematical knowledge, skills and understanding in other curricular areas.

Our aim is for learners to develop a secure understanding of concepts, principles and processes of mathematics and be able to apply these in different contexts, developing essential numeracy skills, problem solving capabilities and critical thinking skills.

 [Supporting Numeracy at Home](#)

Health & Wellbeing

Everyone within the school community shares the responsibility for creating a positive ethos, a climate of respect and trust and participation in activities which promote a healthy lifestyle. We aim to promote an environment where everyone can make a positive contribution to the wellbeing of all pupils. All pupils engage in 2 hours of P.E per week. We work very closely with our Harlaw ASG colleagues to deliver a high-quality, balanced and responsive Health & Wellbeing programme.

The health and wellbeing of pupils underpins much of what happens during the course of the school day, both in and out of the classroom. Pupils are encouraged to have a positive regard for themselves and others, to take increasing responsibility for their own lives and to identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions.

➡ The [Bounce Back Programme](#) supports pupil resilience from P1 - P7.

Please click on the link below for further details of the extensive Health & Wellbeing curriculum delivered at Kaimhill School.

➡ [Health & Wellbeing Policy](#)

Sensitive Aspects of the Curriculum

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.

➡ [Conduct of Relationships, Sexual Health and Parenthood Education in Schools Scottish Government, December 2014](#)

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:

- enable 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.

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

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

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We uphold Aberdeen City Council's policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available across 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.

English as an Additional Language (EAL)

We are visited on a weekly basis by an EAL teacher and PSA from the Aberdeen City EAL Service. They work with pupils and staff to support the needs of those bilingual pupils who require assistance in developing English language skills.

 Click here to learn more about [Aberdeen City EAL Service](#)

Digital Technologies

➡ Click here to access the [ACC Learning, Teaching and Assessment Standard](#)

At Kaimhill School we know digital technology can enrich learning and teaching, help to raise levels of attainment and close the attainment gap. The skilful deployment of digital technology in our school will ensure our learners develop a level of general and specialist digital skills that are so vital for learning, life and work in an increasingly digitised world. We are committed to supporting our staff through professional development, resources and leadership. Pupils benefit from accessing a range of devices, programmes and apps with regular opportunities to use their skills, for a variety of purposes, across the curriculum. Staff use Aberdeen City Council's Digital Technologies Progression Planner to support the planning and delivery of experiences.


➡ Click here to learn more about [Digital Technologies](#)

Learning & Teaching


Research shows that children learn in a variety of learning styles and through a variety of teaching approaches. We want our children to develop vital skills and knowledge and a positive attitude to learning. We use many learning and teaching approaches and within this we aim to make learning as active as possible. It is important to us that our children are happy and motivated to learn and that this attitude is the focus for learning and teaching. In each curricular area children will work as a class, in groups and as individuals. There are also opportunities for children to work with other classes and teachers.

Kaimhill School is currently entering its third year of collaborative professional learning with our ASG partner schools focused on Visible Learning. Visible refers to making student learning visible to teachers

so both parties know it's working. Learning refers to the need to place learning at the forefront of teaching where it has the greatest impact on students. When the learning is visible, the teacher knows if it is occurring, or not occurring.



What High Quality Learning & Teaching Should Look Like at Kaimhill School



At the beginning of the lesson

- Learning is meaningful and relevant, and linked to prior/home learning.
- Learning has a clear purpose (are you consolidating or introducing new knowledge or skills?)
- Learning is differentiated appropriately and digital resources are used to support, where appropriate.
- All resources are well organised and encourage independence (including use of support staff).

As the lesson progresses

- Clear and appropriate purpose (Learning Intention) with Success Criteria which supports pupils to evaluate their work.
- Pupils have opportunities to coconstruct Success Criteria.
- Well planned with reactive open questioning used which builds in difficulty. Questioning should engage pupils in their learning.
- A range of approaches to questioning utilised. Feedback should be linked to success criteria. Teachers constantly check for understanding by working in the room/space. Learning activities are adjusted based on assessment of understanding gleaned by questioning children.
- Opportunities for children to be given ownership of their own learning and enabled to make choices and influence.

What can we see around the classroom?



- Pupil work is presented to a high standard in jotters and marked appropriately.
- Wall displays to support learners and celebrate success, at a height children can see.
- Positive and respectful relationships between the children and children and staff.
- An encouraging ethos.
- Appropriate use of school policies as required (e.g. Kaimhill Star, Presentation Policy, Learner Characteristics, Class Charter)
- Children understanding what, how and why they are learning.

Plenary

A plenary that links back to success criteria, checks understanding and makes reference to future or home learning.


Self & Peer assessment are regular classroom activities and pupils are supported in developing the skills to do so effectively


- [John Hattie on Visible Learning and Feedback in the Classroom](#)

 Kaimhill School
Kaimhill Conversations
 Kaimhill School

We aim to inspire assessment capable learners by creating a language of learning that encourages pupils and teachers to discuss the learning journey. We support pupils to understand where they are, where they are going and how to get there through the use of questioning and encouraging reflection. Our learning conversations will focus on:

1. **I know where I am going because I can tell you ...**
 - What I am learning.
 - What skills I am developing.
 - Why this learning is important.
 - What my learning goals are.
1. **I know how I am getting there because I can tell you...**
 - What success looks like.
 - How I am going to use the success criteria.
 - Where I can go for help.
 - What I need to do when I make mistakes.
 - When I have achieved success.
1. **I know where I am going next because I can tell you ...**
 - What I need to do next.
 - What I need to help me.
 - What my next steps in learning will be.
 - How I can improve using feedback from my teachers/peers.
 - How I reflect on my learning.





Please contact the Head Teacher if you would like any further information about the curriculum at Kaimhill School.



Loose Parts Play

Creativity

Collaborating



Critical Thinking

Leading

Meta Skills

- Social Intelligence
- Innovation
- Self-Management

Loose parts create richer environments for children, allowing them to do what they need to do, to follow their interests and go where their curiosity takes them. Environments full of loose parts lend themselves to a blurring of distinctions between learning and playing, allowing children to experiment, enjoy and find things out for themselves.

Assessment & Reporting

Assessment enables teachers, parents and learners to make valued judgements about pupil progress. It is a key component of planning, teaching, recording, reporting and evaluating what is taught, and what is appropriate to the needs of all.

➡ [Curriculum for Excellence Benchmarks](#) provide clarity on the national standards expected within each curriculum area at each level.

We believe that assessment is an integral part of effective learning and teaching. The process helps teachers to evaluate each child's progress and next steps. When appropriate, specific assessment tasks will be set at the beginning or end of a block of work. Our learners are also encouraged to take ownership of their learning by being reflective, engaging in self and peer assessment activities and through personal goal setting.

➡ [National Assessments](#)

Scottish National Standardised Assessments are carried out in P1, P4, and P7. This assessment information is used to track progress alongside other assessment tools used within the school. The completion of these assessments should confirm the assessments already completed in class, over time and record the progress each individual child has made.

[Sharing the Learning](#)

Throughout the year opportunities are planned to discuss learner progress with parents and carers. Open afternoons and evenings provide opportunities for children to share their learning. Termly class learning leaflets are also sent home to inform parents of the learning taking place and important events happening throughout the term. A written progress report is issued to parents annually, although if

parents wish to discuss progress at any other time during the year they may contact the school office and arrange an appointment with class teachers or a member of the school management team.

➡ [Improvements in Reporting in Broad General Education](#) October 2020

➡ We use the Kaimhill School [website](#) and [Twitter](#) to share learning with the wider school community.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

- Getting It Right For Every Child & SHANARRI
- Protecting Children & Young People
- Additional Support Needs
- Educational Psychology
- Pastoral Support
- Support for Learning
- Nurture
- Dyslexia Outreach Service
- Transitions

Getting it Right for Every Child

➡ [Getting it Right for Every Child](#) is the Scottish Government's policy that aims to make sure that all babies, children and young people are supported to reach their full potential by maximising their wellbeing. The policy is based on a number of core principles and values.

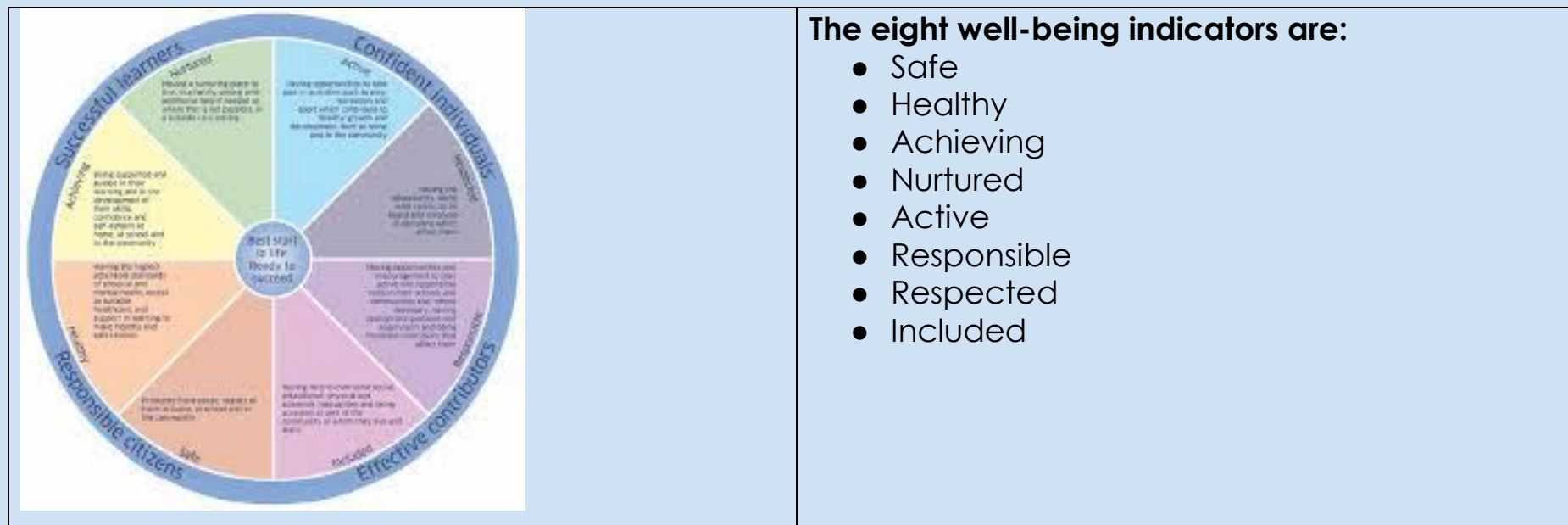
Taking care of our children's well-being is a priority at Kaimhill School and helps us to ensure the most positive outcomes for them later in life. Our school is committed to Getting it Right for Every Child and our team strives to support children and their families through effective multi-agency and partnership working.

Getting it Right for Every Child 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 enable 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.



This approach provides professionals with 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).

➡ Further information on Getting it Right in Aberdeen can be found [here](#).

Protecting Children and Young People

Child Protection is EVERYONE'S responsibility

All within the school community have a duty to report concerns related to child protection to the Head Teacher - it is everyone's job to ensure that children are kept safe. Parents should be aware that whilst every effort will be made to discuss concerns with them in the first instance, outside agencies may be contacted in an emergency where the welfare of a child is believed to be at risk.

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 Kaimhill 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 Coordinators 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 nonteaching 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>

➡ [Kaimhill School Child Protection Policy and Guidelines](#)

Checks are carried out through Disclosure Scotland, under the Protecting Vulnerable Groups membership scheme (PVG), on any new member of staff or volunteer who will be regularly involved in caring for, training, supervising or being in sole charge of persons under the age of 18. Alongside other checks to safeguard children, this check is carried out before the staff member or a volunteer is allowed access to children.

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 Kaimhill 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 Scotland colleagues.

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 Educational Psychologist Service team 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 solution-focused meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute in attendance. 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/Depute 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
- effective, efficient and equitable targeting of resources.

Schools operate a staged approach to supporting learners. The Staged Intervention Framework is used to help identify potential barriers to learning and participation, and plan effectively.

- **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 an alternative provision.

In 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 coordinate support and ongoing monitoring and review arrangements will be agreed.

Pastoral Support - 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 the Head Teacher/Depute Head Teacher.

Our office staff are always happy to chat to parents and will also pass on any concerns discreetly. We will work with you to find and offer the best support.

Support for Learning

If a child has an Additional Support Need, additional help is available from our Targeted Support Team, led by Mrs Rough, DHT. In consultation with the class teachers and analysis of assessment data, programmes of work to suit the pupils' specific learning needs will be implemented. This may be through participation in specific groups or programmes, or through the use of certain teaching approaches or resources. For some children, an Individualised Educational Programme is required to enable them to

access the curriculum. We have a highly skilled team of Pupil Support Assistants (PSAs) who will support children in the classroom setting and may also withdraw them for tuition when appropriate. Parents are consulted and informed throughout the time a child works with the Targeted Support Team.

At Kaimhill School we recognise the impacts of ACEs (Adverse Childhood Experiences) and our staff are committed to developing Trauma Informed practice

➡ <https://www.parentnetworkscotland.com/welcome>

Transitions – Moving to a New School or Leaving School

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 Kaimhill School to ensure these transitions are as smooth and enjoyable as possible.

Transfer from Nursery to Primary

As a nurturing school, we fully acknowledge the importance of transition in children's lives. In May and 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 Kaimhill School.

P7/S1 Transition

Pupils from Kaimhill School typically move on to our zoned secondary school, Harlaw Academy. Senior staff will visit during the last term of Primary 7. Parents will be invited to meetings and Primary 7 pupils will attend for a range of curricular visits across the session - culminating in a 2 ½ day visit in June when they follow their new timetable.

Harlaw Academy
18-20 Albyn Place
Aberdeen
AB10 1RG
01224 589251

harlawacademy@aberdeencity.gov.uk

We have an excellent transition programme with Harlaw Academy. Children from P6 are involved in transition events, further extending the partnership working that the Associated School Group (ASG) enjoys. Health & Well-being is a feature of our working together and the ASG has a clearer shared vision of how our working together supports *getting it right for every child*.

Section Five – School Improvement

- Standards & Quality
- Improvement Planning
- Transferring Educational Data
- GDPR
- Parental Access to Records
- Complaints, Comments & Suggestions

Standards & Quality and 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 and other stakeholders are invited to engage with this report before it is finalised and sent to the parent body and the wider community. The Head Teacher hosts a Partnership Breakfast, on a termly basis, to which the Parent Council members, staff and community partners are invited to ensure they have up-to-date information on our improvement journey and opportunities to provide timely feedback.

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.

➡ A copy of [Kaimhill School's 2022-2023 Standards & Quality/Improvement Plan](#) can be found here.

➡ Information about [Harlaw ASG](#) and [Partnership Forum](#) plans and developments can be found here.

Improvement Planning

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

developments also inform the school improvement plan.

➡ Parents can access comparative information about all Scottish Schools and their education authorities at www.gov.scot/Topics/Statistics/Browse/School-Education

➡ For further information about national quality indicators visit [How Good is Our School? 4](#)

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 uses a system called SEEMiS. The school will update the data held within this 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 visit

➡ [Aberdeen City Councilyour-data/why-and-how-we use-your-data](#)

Parental Access to Records

The means that you can access your child's records. Since 2004, parents have had the right to see their child's educational record. [Pupils' Educational Records \(Scotland\) Regulations 2003](#)

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>

Complaints, Comments & Suggestions

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

Please give us the opportunity to put things right first by contacting the Head teacher or any member of senior leadership team by telephone, email or in person.

If you are not satisfied that your issue has been resolved, you can then make a complaint using our online form: <https://www.aberdeencity.gov.uk/services/have-your-say/make-complaint>

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

Customer Feedback Team

Telephone 01224 523058

➡ [You can also make a complaint in person at any council office or by contacting Aberdeen City Council's Customer Feedback Team](#)

Appendix 1 - Staff List 2023-24

<p><u>SENIOR LEADERSHIP TEAM</u> Head Teacher - Mrs S. Webster Depute Head Teacher - Mrs D. Rough Depute Head Teacher - Mr S. Rafferty (Nursery Manager) Principal Teacher (0.6) Mrs F. Black</p> <p><u>OFFICE STAFF</u> School Administrator - Mrs M. Saric Office Support - Mrs M. Rodger</p> <p>JANITORIAL STAFF - Mr J. Mann</p> <p><u>RAINBOW ROOM (Enhanced Provision)</u>- Ms J. Creighton Mrs R. Harnden</p> <p><u>ROCKET ROOM (Support for Learning)</u>- Ms P. Morrison</p> <p>Place2Be Ms S. Millar</p> <p>EAL Miss L McGowan (teacher) Mrs S. Ahmanche (PSA)</p>	<p><u>TEACHING STAFF</u> Primary 1 Mrs C. Forrest/Mrs M. Hunter Miss C. Adams Primary 2 Mrs A. Williams Miss A. Reid Primary 3 Mrs M. McLean Ms M. Fraser Primary 4 Ms E. Jamieson Miss C. Serna Primary 5 Mr. L. Middleton Mrs K. Westacott Primary 6 Mr G. Martinez Mr R. Skinnley Primary 7 Miss A. Cuthill Miss E. Kay NCCT and Sfl Miss C. Forbes Mrs A. Ross Mrs C. Breen</p>	<p><u>PUPIL SUPPORT ASSISTANTS</u> Miss A. Ali Mrs W. Broadhurst Mrs S. Chowdhury Mrs S. Drummond Mrs M. Lee Mrs N. McCourt Miss H. Main Mrs J. Meldrum Mrs S. Morrison Mrs G. Okeakwa Ms A. Rae Mrs D. Simpson Mrs A. Smith Ms S. Robinson Mrs A. Walker Ms A. Wilson Mrs L. Yule</p> <p><u>NURSERY TEAM</u> Miss L. Burnett - SEYP Mrs L. Gordon - SEYP Mrs M. Powrie - EYP Mrs C. McIntyre – EYP Miss J. Cuthill – EYP Miss A. Kozłowska – EYP Ms J. Middleton – EYP Mrs I. Beck - SW Mr S. Burnett – MA</p>
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Appendix 2 - Uniform Price List

	3-12 years	Adult
Sweatshirt	£10.00	£12.00
Polo Shirt	£8.00	£9.50
Cardigan	£12.00	£14.00
Winter Jacket	£20.00	£26.00
Gym Bags	£3.50	
Book Bags	£4.00	

Appendix 3 - Local and National Contacts

<p><u>Parent Learning HUB</u></p> <p>Aberdeen City Council's website created for all Aberdeen parents and carers to support learning and family wellbeing. Full of local and national contacts.</p>	<p><u>Parent Club Scotland</u></p> <p>Scottish Government have created this site for parents from 0-18 years on benefits behaviour and advice.</p>	<p><u>Care Inspectorate</u> (Social Care and Social Work Improvement Scotland)</p> <p>Johnstone House Rose Street Aberdeen</p> <p>AB10 1UD</p> <p>Tel: 0345 600 9527 enquiries@careinspectorate.co m</p>	<p><u>Children in Scotland</u> is the national agency for voluntary, statutory and professional organisations and individuals working together with children and their families in Scotland.</p> <p>Tel: 0131 313 2322</p>	<p><u>Grampian Racial Equality Council</u> (GREC)</p> <p>41 Union Street</p> <p>Aberdeen AB11 5BN</p> <p>Tel: 01224 595505</p>
<p><u>Childline</u></p> <p>Tel: 0800 1111</p> <p><u>Parent line Scotland</u></p> <p>Tel: 0800 028 2233</p>	<p>Enquire - the Scottish Advice Service for Additional Support for Learning</p> <p>Tel: 0345 123 2303</p>	<p><u>Education Scotland</u></p> <p>Denholm House</p> <p>Almondvale Business Park</p> <p>Almondvale Way</p> <p>Livingstone</p> <p>EH54 6GA Tel: 0141 282 5000</p>	<p>The <u>National Parent Forum of Scotland</u> (NPFS)</p> <p>Gives parent councils and parents opportunities to discuss and raise educational issues or mutual interest or concern at a national level.</p> <p>Rosebery House, 9 Haymarket Terrace, Edinburgh, EH12 5EZ</p> <p>Tel 0131 313 8842 office@npfs.org.uk</p>	<p>Useful sites for planning next steps from school:</p> <p><u>Skills Development Scotland</u> (SDS)</p> <p><u>My world of work</u></p> <p><u>My Kids Career</u></p> <p><u>Apprenticeships Scotland</u></p>