

HAZLEHEAD SCHOOL



School Handbook

2013-2014



ABERDEEN
CITY COUNCIL



WELCOME TO HAZLEHEAD SCHOOL!



This prospectus outlines key information detailing the aims and organisation of our school.

We acknowledge the key role parents/carers play in the education of their child and the years they spend in school are of vital importance to shaping who they are as a unique individual. Our children are learning all the time and we seize every opportunity to provide them with enriching, exciting experiences that build on their existing knowledge, understanding and skills. We are firmly committed at Hazlehead to supporting their development as individuals. Every single child in this school matters and our aspiration is to unlock the potential of all our learners!

At Hazlehead, we encourage all children to aim high and to achieve in a multitude of ways. Achievement is varied and we recognise that much of this takes place outside the school. In school we recognise and celebrate academic, social, sporting and creative success. We aim to acknowledge achievement in all at Hazlehead.

We are strongly committed to providing all at Hazlehead with the skills and attributes required to take on leadership roles from the early years. We believe that everyone has a voice and can be responsible for the life and ethos of the school and community in some small way.

The care and welfare of our children is paramount and our overarching aim is to ensure that the needs of all learners are met throughout their time at Hazlehead.

We believe that the route to success is a strong partnership between parents, pupils, the local and wider community. This collaborative working provides us with a sound framework to ensure that we are getting it right for every child within our care. Therefore your involvement and support in the life of the school is both encouraged and appreciated. We look forward to working with you and your child during their time at Hazlehead School.

Mrs. Jones, Head Teacher



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GENERAL INFORMATION

Hazlehead School
Provost Graham Avenue
Aberdeen
AB15 8HB

Telephone: 01224 498120
Fax: 01224 209855

Website: www.hazlehead-ps.aberdeen.sch.uk
Blogs: <http://www.hazlehead-ps.aberdeen.sch.uk/classes.htm>

Hazlehead School (Nursery /Primary) was established in June 1998 as a result of a school rationalisation programme where Walker Dam Nursery Infant School and Hazlehead Primary were amalgamated.

The original Hazlehead School was built in the mid 1960's, situated in the north west of the city. Hazlehead School was part of Aberdeen City Council's 3Rs Project. The school was officially opened in March 2010.

The school is situated on the south side of Queens Road just beyond the Woodend traffic circle. The school serves the Craigiebuckler, Hazlehead, Kings Gate, Queens Den and Woodend areas of west Aberdeen. The combined school roll stands at more than 320 and is anticipated to increase in the future.

The school has close links with its Associated Schools' Group, Kingsford, Airyhall, Fernielea, Hazlewood and Hazlehead Academy. Staff from all schools regularly meet to plan initiatives together. The school also benefits and values the support from its parent body and from the wider community.

School Times

Morning Nursery	8.45am – 11.15am
Afternoon Nursery	12.30pm – 3.00pm
Primary 1 - 7	8.45am – 10.15am (doors open 8.40am) 10.15am – 10.30am (break) 10.30am – 12noon 12noon – 1.00pm (lunch) 1.00pm – 3.00pm

The information in this prospectus is organised in two main sections:

- **The School Aims and Curriculum**
- **Alphabetic listing of useful information**



SCHOOL AIMS

We aim to promote health and wellbeing and enable all children to develop skills as lifelong learners.

- Skills for Life
- Skills for Work
- Skills for Learning

Health and Wellbeing

- Promote self respect, respect for others, self discipline and equality
- Maintain positive relationships within the whole school community and beyond
- Present a welcoming, stimulating and safe environment
- Promote healthy lifestyles and the importance of making healthy choices
- Prepare and support children for changes and choices within education and beyond

Learning and Teaching

- Ensure children enjoy learning experiences which provide challenge in all aspect of learning
- Promote an interdisciplinary approach
- Maintain a sustained focus on development of core skills in literacy and numeracy
- Employ a variety of approaches to ensure pupils are motivated, actively involved in their own learning, experience high quality learning experiences and develop informed attitudes and skills for life

Partnership Working

- Maintain positive partnerships with parents and the local community and promote their active involvement in the life of the school
- Work in partnership with other professionals, agencies and partners to meet pupils' needs and enhance learning and teaching
- Work in partnership with pupils, parents, other professionals and the community to identify and respond to the physical, social, and emotional needs of our school community

Management, Leadership and Quality Assurance

- Provide clear vision and direction
- Promote shared leadership, commitment to continuous professional development and a collegiate approach
- Recognise, value and develop the skills of individuals
- Ensure an ongoing programme of monitoring and self evaluation leads to continuous improvement



SCHOOL VALUES

**Be Responsible
Ensure Respect
Listen to Learn and Learn to Love
Include and involve
Empathise to understand
Vow to be honest
Engage with excellence**

CURRICULUM

The curriculum at Hazlehead is based on “A Curriculum for Excellence” guidance from Scottish Government.

The aim of Curriculum for Excellence is to enable all children to develop the necessary capabilities and attributes to be:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The new curriculum is designed to enable all learners to understand the world they live in, reach the highest possible levels of achievement, equip them for work in the 21st century and to foster lifelong learning.

The principles which underpin the curriculum are:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

The following provides a summary of what we are aiming to achieve across the curriculum. We ensure that Literacy, Numeracy and Health & Wellbeing is a feature across all learning and that children learn in real life contexts as far as possible in order to make connections in their learning. We promote learning that is active and engaging and promotes pupil ownership.

Health & Wellbeing

As we are a health promoting school, the health and wellbeing of everyone in our school community lies at the heart of everything we do. Health is a fundamental part of the curriculum and children are encouraged to develop healthy lifestyles. Our Health Education programme focuses on the mental, emotional, social and physical wellbeing of our pupils.



Pupils have 2 hours of physical education each week and learn to develop skills in a range of sports and activities. Our pupils are also given the opportunity to participate in various sporting activities through Active Schools partnership and other after school clubs.

Literacy & English

An understanding of English Language is essential if pupils are to make satisfactory progress in school. Language is a key skill outside the school environment and later life. Language consists of Listening, Talking, Reading and Writing and these are very closely linked in the learning process. Children are encouraged to listen carefully and effectively, talk confidently and fluently, read with understanding and enthusiasm and write with expression and accuracy.

Numeracy & Mathematics

Mathematics is used in everyday situations as well as in the workplace. Our pupils are always encouraged to think about how learning will help them in real life situations. Mathematics comprises of:

- Information Handling: gathering, organising, displaying and interpreting data.
- Number, Money and Measurement: learning to add, subtract, multiply and divide, as well as to work with money, time, length, weight, area and volume.
- Shape, Position and Movement: learning about the properties of 2 and 3 dimensional shapes and to understand position and movement



Science

Throughout their time here at Hazlehead, the children should have the opportunity to experience all areas of the Science curriculum, including Planet Earth, Energy in the Environment, Forces and Motion, Life and Cells, Communication, Materials and Topical Science. Integral to our Science framework is the focus on environmental awareness and working as a school community to be eco friendly.

Social Subjects

Social Studies will give the pupils opportunities to look at the world around them in historical, current and geographical contexts, including local areas, Scotland and the wider world. This is particularly important to ensure that our pupils develop an understanding of their heritage.

Technologies

The Technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work related experiences and outcomes in Craft, Design, Engineering, Graphics, Food and Textile. ICT permeates the curriculum and there are a range of devices and software to support learning across the curriculum. This is important in order to prepare the pupils for the modern world of technology.



Religious & Moral Education

In Religious and Moral Education, pupils will have opportunities to learn about the beliefs, values, practices and traditions of Christianity and Other World Religions. This is important in order for our pupils to develop empathy, tolerance and respect for others and so learn to value diversity and combat prejudice and discrimination.

You have a right to remove your child from religious observance.

Education for Global Citizenship and Enterprise

In Hazlehead we promote lifelong learning and encourage everyone in our school community to be active and effective citizens. Our pupils have opportunities to be involved in a variety of enterprise activities which help them to develop skills which will enable them to communicate well with others, work as part of a team, listen well, organise ideas, make decisions, take responsibility, follow instructions, solve problems, stick to a task, cooperate with others, plan things out, reflect, speak confidently and have fun. The school supports a number of charities and we have a link with Uganda and Malawi. The Global Partnership group take a lead in this area.

Equal Opportunities and Multi Cultural Education

In school we promote and reflect good relationships amongst everyone. We respect and value our own and other cultures. Racial equality permeates all aspects of school life and is taught through RME, Health, Rights Respecting and Social Studies programmes.



Rights Respecting School

Our school is working towards UNICEF Rights Respecting Schools accreditation. Our aim is to teach children the rights that all children should have across the world. The rights form the basis of school and class rules and behaviour charters. Everyone in the school has a responsibility to respect and allow others to enjoy their rights.

Eco School

Our school is working towards Green Flag status in the Eco School Awards. We are continuing to develop the school's Eco activities in themes such as recycling, litter, health and wellbeing, school travel, school grounds, water and energy. Hazlehead has an Eco group which has an Action Plan. Each class is involved in the Eco plan.

Health Promoting School

We encourage Healthy snack days on Wednesday and Friday. The scores are recorded. Everyone is encouraged to try to walk or travel actively to school. We do not give out sweets or birthday cakes and promote Healthy Eating

Expressive Arts

It is important that the pupils' learning allows them to experience the magic, wonder and power of the arts, so that their creative and aesthetic talents are recognised. This curricular area should also provide opportunities for them to deepen their understanding of culture in Scotland and the wider world. Areas covered will include Music, Drama, Dance and Art and Design.

Modern Languages

In Primary 5 children learn Mandarin and in Primary 6 and 7 they learn German or French.

Homework

All pupils will have some work to complete every week which develops lifelong learning skills. Homework should be well explained to the children by their class teacher be related to class work and matched to the needs and abilities of the individual child. We hope parents will support and encourage their child to complete homework set. Homework is allocated on Thursday to be handed in the following Tuesday. Work may consist of language activities such as reading, spelling or comprehension work; mathematics such as problem solving, number bonds and learn its or consolidation of classwork. Our homework policy is available on the school website.

Ethos and Life of School as a Community

Another important feature of our curriculum is our Life and Ethos of the School and Community learning block. Every week pupils participate in a range of activities that contribute to a positive, caring school ethos whilst allowing for personalisation and choice.

House Time: All pupils belong to a House and once a month they come together and participate in a variety of activities that will build the team ethos and allow a sense of togetherness. Our Houses are Crathes, Drum, Fraser and Fyvie.



Masterclass: Our staff and parents have many talents and will offer the pupils the chance to participate in classes offered. This allows pupils the opportunity for personalisation and choice to develop skills in an area they are interested in, e.g. singing. Masterclasses take place every fortnight and last for a block of time. After this, pupils can select a new class.

Working Groups: We feel that it is important that all pupils are given the opportunity to belong to a group that has the responsibility for an aspect of the school, e.g. Pupil Council. All pupils are asked at the beginning of the school year to opt into one of the school groups. These groups are led by teachers and meet twice a month. We have the following Working Groups: Eco Group, Global Partnerships, Health and Wellbeing, Pupils Council, Community Group.

Learning and Teaching

At Hazlehead School, our pupils are encouraged to know more about themselves as learners in order to understand how they learn best, what stops them from learning and how they can overcome barriers to achieve success. Therefore, all staff use a variety of teaching strategies and styles in order to meet the needs of our pupils.

These styles will range from whole class direct teaching lessons, small group teaching sessions and one to one



individual programmes. The grouping of pupils will vary according to the task as sometimes it will be ability groups and at other times pupils will be grouped for social integration.

In all cases, teachers will ensure that pupils are clear what they are learning, how to achieve success and receive timely, accurate feedback about what they have learned and how much and how well they learned it. This helps to identify what they need to do next and who can help them build up their knowledge, understanding and skills.

The curriculum has been structured in ways that help staff to adopt engaging, enterprising and active learning approaches in a variety of contexts to promote effective learning and enable personalisation and choice. Staff planning encourages participation by, as well as being responsive to, the learner, who can and should influence and contribute to the process. Staff also plan for attractive and motivating activities to facilitate teaching and learning of specific skills, knowledge and understanding, ensuring that pace and challenge are key features. This planning encompasses the selection and provision of materials and equipment, the instructions for the pupils, the intended learning outcomes, and assessment and evaluation of the activity and the pupils.

In all learning situations, pupils are encouraged to make links to their learning and its relevance to the real world, always questioning “Why am I learning this? How will this help me in real life?” Pupils will also have opportunities throughout the year for more open-ended independent personal learning which will help them to develop their research, time management, organisation and presentation skills.

Personal Learning Planning

Children regularly reflect on their learning. As part of this process fortnightly selected work is sent home detailing their work and next steps in learning. Parents are encouraged to comment on the work to engage in productive partnership in pupil learning.



Achievement

We believe that it is very important to capture the achievements of our pupils in the widest sense as we recognise that many of these take place outside school. We encourage all pupils and parents to inform us of any achievements they make outside of school through the “Celebrate Your Success With Us” box in the rotunda. Achievements are celebrated through the school newsletter, website, classrooms and assemblies.

Assessment and Reporting Progress to Parents

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. As we change educational systems, we will be continuing to monitor our children’s progress, in accordance with curriculum guidance, in Reading, Writing and Mathematics using teacher professional judgement and a range of resources for assessment. ePips standardised assessments are carried out in P1, P3, P5 and P7. INCAS formal assessments are carried out in P2, P4, and P6. The assessment information is used to track progress and value added. Informal assessment takes place as part of day to day normal classroom activities. When appropriate, specific assessment tasks are set by teachers often at the end of a block of work. Our pupils are also encouraged to take ownership of their learning by being reflective, engaging in self/peer assessment activities and through personal goal setting.

Curriculum for Excellence Levels

Level	Stage
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 SCQF level 4
Senior phase	S4 – S6 and college or other means of study

As part of the assessment process, a full, written report is given towards the end of the academic year to inform you of your child's progress. Children are involved in this process as teachers comment on their strengths and next steps. There is also an opportunity for parents to comment on the report and we encourage this feedback.



Furthermore, we normally hold two sets of parent interviews during the school session. The first will usually take place in September/October and allows parents an early opportunity to exchange information with the class teacher. This allows parents and teachers an opportunity to gain insights into how the child is adjusting to his or her new stage. The second series of interviews in May follows the issue of written reports. Without these formal times both staff and parents are encouraged to communicate in response to a perceived need.

Additional Support Needs

Hazlehead School provides a fully inclusive educational environment. For some of our pupils, their needs are met through team teaching, shared time within the mainstream classroom and further intensive support being given through the ASN Base. A separate application is needed to access a Base place. Interval and lunchtime periods allow further integration in a social situation.

In addition, we also make provision for children with additional support needs, which may range from physical learning to behavioural. A child has Additional Support Needs if they need extra support, compared with their peers, to get the most out of school. This does not just mean doing well academically but also covers help with other aspects of being at school. For example, they might need support with developing confidence or making friends. It is important to remember that the way in which something affects one child can be very different from the way it affects another. Also, additional support is not fixed and can vary in terms of the duration this is required. Here are just a few examples of situations which might impact on a child's learning:

- Difficulties with family circumstances, e.g. family breakdown, bereavement, illness
- Disability or health issues
- Having English as an additional language
- Social and emotional difficulties
- Being particularly gifted



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

Alphabetic listing of useful information

Admission:

Admission to school

Enrolment takes place in January of each year. An advert is placed in the paper by the Aberdeen City Council giving notice of enrolment week. Placing Request forms should be completed and submitted for children living outside the school's catchment area. Prospective parents can be shown around the school on request prior to enrolling. Children who have their 5th birthday on or before the last day of February may enrol for Primary 1 commencing in August. Parents should note however, there is no obligation to enrol children until the August after their 5th birthday.

Admission to Nursery

The Authority advert in the local paper will notify parents that applications will be taken throughout January, although late applications are accepted. Parents should contact the school to complete application forms taking their child's birth certificate with them. Places are allocated and a waiting list is kept for unsuccessful applicants. In accordance with Authority policy, children will be phased into the nursery in small groups.

Attendance

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

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

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

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

Children should not be dropped off in the car park unaccompanied.



Assemblies

Assemblies are held regularly and are times for the whole school to meet together. Not all assemblies are of a religious nature but the moral and social aspect is common to all of them. Our School Chaplain, Kenneth Petrie, also leads assemblies on a regular basis. Children regularly showcase learning through class assemblies which parents are invited to attend throughout the year. Our school Working Groups also report through assembly time.

Child Protection

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



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

Class Sizes

The Scottish Education Department regulations recommend that the maximum class size is 25 in P1, 30 in P2 and P3, 33 P4-7. Our policy is to create as favourable pupil/teacher ratio as can be achieved within current staffing guidelines. Often, it is necessary to create a mixed age class or classes. In the creation of a composite class, every consideration is given to the social, emotional and educational needs of individual children. The maximum size of a composite class is 25 pupils and children are taught with regard to their own educational requirements. If you require clarification regarding composite classes, a leaflet is available on the school website. <http://www.hazlehead-ps.aberdeencity.gov.uk/>



Communication

Clear communication between home and school is essential to maintain strong partnership links. Parents are kept informed via school newsletters, the school website and the school/class blogs. Please use your child's homework diary to communicate with the class teacher. However, if you need to speak to a member of staff, please organise a mutually convenient appointment via the School Administrator. Please try and resolve issues with class teachers first then DHT Nursery-P3 and DHT P4-7 If the matter needs to go further, then please contact the Head Teacher, Barbara Jones: bajones@aberdeencity.gov.uk

Complaints

Effective two-way communication will ensure a happy partnership to the benefit of our pupils. We will always make every effort to resolve any problem. However, on the rare occasion where people remain dissatisfied, they can take further action by using Aberdeen City Council 'Absolute Customer Commitment' forms which are available from the School and also Marischal College.

Scottish Public Service Ombudsman

Under the Scottish Services Act 2002, members of the public have the right to complain to the Public Services Ombudsman about services that they receive from public bodies, including local authorities. The Ombudsman has the power to investigate complaints against Aberdeen City Council in relation to maladministration and service failure. This includes the power to investigate maladministration in the internal organisation and management of schools. The Ombudsman does not have power to investigate professional educational matters. The Ombudsman may investigate matters where there is a claim that there is a member of the public has sustained injustice or hardship in consequence of maladministration, service failure or other as appropriate.

A complaint must be submitted within 12 months after the day in which the person aggrieved first has notice of the matter complained of, unless the Ombudsman is satisfied that there are special circumstances which make it appropriate to consider a complaint without that period.

Members of the public may contact the Ombudsman direct. Individuals may also give written authorisation to a representative to act on their behalf, e.g. MSP or local councillor. Complaints should normally be made in writing to:

Scottish Public Services Ombudsman
4 Melville Street
Edinburgh
EH3 7NS

Tel: 0870 011 5378
Fax: 0870 011 5379

Email:
enquiries@scottishombudsman.org.uk
Website: www.scottishombudsman.org.uk

Freepost Address:
The Scottish Public Services Ombudsman
Freepost EH641
Edinburgh
EH3 0BR

Copies of Ombudsman's information leaflet and complaints form may be obtained by contacting : info@scottishombudsman.org.uk

Data Protection

Local Authorities and Scottish Executive Education Department collect data on each child. The data collected and transferred covers areas such as entitlement to free school meals, whether a pupil is looked after by his/her local authority, date of birth, postcode etc. Pupil names and addresses are collected by local authority but are not passed on to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for research and statistical purposes only. Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. The collection, transfer, processing and sharing of data is done in accordance with the Data Protection Act (1998). We also comply with National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

Promoting Positive Behaviour

In order that the school may function effectively there are standards of behaviour and certain basic rules all pupils' must observe. It is hoped that parents and staff will take responsibility in fostering desirable attitudes and standards of behaviour. The school asks parents to co-operate with staff in encouraging their children to adopt a caring attitude towards others and to develop self-discipline. In general terms the behaviour of our pupils is usually of a high standard. We expect pupils to go to and from school in a sensible way and be punctual for all activities. Pupils are expected to give careful concentration to the work assigned to the class, whether oral, written or practical, and have the appropriate equipment, materials or clothing for work being undertaken. The emphasis is always on Positive Behaviour management and children are made aware they are responsible for their own behaviour. Adults and children aim to follow our School Values and individual class rules.



In the event of any misbehaviour the appropriate steps are detailed in our Positive Behaviour policy. As part of our positive partnership working with parents, we will inform you if the behaviour continues.

Anti-Bullying Policy

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

Domestic Pets

It is Aberdeen City Council's policy that no pets should be allowed into any part of the establishments and this included playgrounds and car parks.

Educational Outings

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



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

Emergency Closure Procedures

In the event of adverse weather conditions parents should listen to local radio for information as to school closures or contact the **School Information Line 08700541999 School Pin**

Number 011400. The Aberdeen City Council website will also display information about school closures. This information will be updated daily. Parents can access this at www.aberdeencity.gov.uk/closure If weather conditions deteriorate during the day, or if there is a power failure, storm warning or such, the Head Teacher may make a decision to close the school. Parents will be contacted and may be asked to make arrangements for their child to be collected. We ask that you keep Emergency contact details up to date for this purpose.

Emergency Contacts

It is essential that parent provide school with their daytime contact telephone number and with the address and telephone number of a neighbour, relative or friend who may be contacted if parents are unavailable, should a child become ill or have an accident. It is vital that parents keep the school informed of any changes to these contacts. It is very distressing for staff and pupils if a child needs a parent and we aren't able to contact them.



Equal Opportunities

It is our aim to foster the practice of equal opportunities both within the classroom and the school generally. As a health promoting school this is very important to us.

Enrolment

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

Nursery Class

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

Primary and Secondary zone

All schools in Aberdeen serve a local zone. School zones can be found in a Guide to Education, Culture and Sport Services at wwwaberdeencity.gov.uk. Parents should make a School Placing Request if they wish their child to attend a school without the zone in which they live. Placing requests forms are available on the council website www.aberdeencity.gov.uk. Completed form are to be returned by email to schoolplacings@aberdeencity.gov.uk

Primary 1

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. Parents should contact the school to complete application forms, taking their child's birth certificate with them. Children who reach their fifth 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 fifth birthday.



All other classes

Pupils can be accepted for all other classes at any time throughout the year, whether or not they live within the catchment area of the school provided there is a place available at the stage. Those not resident in the catchment area, must complete a Schools Placing Request form.



Extra-Curricular Activities

Children have the opportunity to participate in a variety of activities out with school hours. The selection of activity depends upon the availability of staff and parents willing to supervise and run these sessions. The school will always have a programme of current activities. We work closely in partnership with Active Schools who organise a host of sporting opportunities for children of all ages to become involved in. We have positive links with local clubs which we endeavour to promote so that anyone, who we feel has a particular talent, can further develop their skills and access the correct pathway to success and enjoyment.



Fire Drill

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

Health Issues

Great emphasis is placed on the health, welfare and safety of the children. Hazlehead is a Health Promoting School. Through our teaching and learning programmes we aim to promote the health, fitness and wellbeing of every child. We endeavour to promote healthy lifestyles and equip the children to make informed choices about their own health, fitness and wellbeing. We encourage the children to bring a healthy snack to school. Healthy Snack Days are Wednesday and Thursdays when everyone is expected to bring healthy snacks, e.g. fruit, vegetable, fruit juice or water.



Furthermore, the school nurse, is based at Hazlehead who is our first point of contact to support you with health matters concerning your child and family. Other medical professionals routinely carry out checks on children. If necessary parents will be advised of any requirement for further investigations e.g. *referral to the eye clinic, dentist, or G.P.* Parent's permission is required for medical examination. The information is confidential between the parent(s) and medical officer. The school is not routinely informed of any medical matters affecting your child.

Parents are requested, however, to inform the school about any relevant medical conditions which might affect the child's educational experience at the school.

Head Lice

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

First Aid

School staff will administer basic first aid to pupils who are hurt. We have qualified First Aid Staff within the school. Incidents are noted in the school accident record book. Parents will be informed if a child suffers a head knock or if the qualified First Aid staff feel that professional help and advice is to be sought. This can take the form of a phone call but will always be in the form of a 'Head Bump' letter in the case of head knocks. If a child becomes unwell in school, their parent or emergency contact will be informed should a child need to be taken home or need medical attention.



Medication in school

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

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

Induction and Transition

We take great care to make transitions from nursery to primary, from stage to stage and in P7 to secondary a positive smooth process.

Starting Nursery and Nursery to P1

There are Induction Meetings during the summer term for parents of Nursery and Primary One pupils.

These meetings will give parents information about Hazlehead School Nursery and the induction process for both stages. Parents will be able to meet staff and have a look around the school.

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

There is a programme of activities for the nursery children at Hazlehead who are moving into Primary One. These include:

- Playing in the Primary One areas
- Eating snack in the rotunda
- Meeting and playing there with buddies
- Playing in the playground at break



For children who do not attend our nursery setting, the Deputy Head Teacher will visit all city nurseries to meet the child in their setting and speak with the staff and share transition information.

All new Primary One pupils are invited to our summer 'Shorts and Shades' Disco by the Parent Council.

There is a city wide sharing of information from the children's report to transition information sheets to ensure continuity and progression.

Primary 7 to S1

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

Stage to Stage

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

Insurance

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

This information is brought to parents' attention in order that they may take whatever action they feel appropriate.

Internet

Every classroom in school has access to the Internet. Our Internet code of conduct applies at all times, in and out of school hours, whilst using school equipment. Parents and older pupils are expected to sign an Internet code of conduct agreement on admission to school. Internet safety and instilling a responsible attitude to using technology. There is an annual Internet Safety evening for parents held in February.



Lost Property

All items of lost property should be handed in to the Front Office.

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

Money

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

Mobile Phones

We prefer children not to bring phones to school to ensure their safety.

Musical Instrument Tuition

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



Nursery

In the Nursery we aim to provide a secure, stimulating play environment through the provision of equipment, materials and activities which are structured by Nursery teachers and Nursery nurses. Early learning in the Nursery is further developed in the Early Stages Department and continuity exists in the experiences provided and the equipment used by the children.

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

In line with guidance contained in **A Curriculum Framework for Children aged 3 to 5**, and **The Child at The Centre** our programmes aim to facilitate children's development in Knowledge and Understanding of the world. Physical Development and Movement, Expressive and Aesthetic Development and Communication and Language.

The Nursery curriculum booklet "**Learning through play**" is given to all parents when their child begins Nursery at Hazlehead. The book was produced to give parents an insight into the learning and teaching which occurs in the Nursery. The aims stated in the introduction are:

- to help fulfil the potential of each child***
- to develop a partnership between home and school***
- to consider every child in the context of her/his family***

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

(for more detailed information about the Nursery Curriculum we have produced a separate booklet which is available from the Nursery Team or the School Office)

Parent Involvement

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

Parent Forum

At Hazlehead we have an active Parent Council selected by members of the Parent Forum. All parents are part of the Parent Forum and automatically have a say in the local arrangements to enable their collective view to be represented on a variety of matters.

The Parent Forum are consulted on whole school issues through surveys and questionnaires and are kept up to date via emails and newsletters about school related issues.



Parent Council

The Parent Council is a selected group of parents who can get involved in the work and life of the school. Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. The Parent Council is also entitled to support from The Education Authority in fulfilling its role. Members of the Parent council as a rule generally have a child in the school. The Chairperson must have a child in the school but the group can decide to co opt members on to the group. Any parent interested should contact the Head Teacher.

Parent Council can be contacted at PCHazlehead@aberdeencity.gov.uk

Parking

Parents are reminded that we actively encourage children to walk or cycle to school to avoid congestion and traffic in the school area. We request that parents do not park in our school car park and that this is used for staff working within the school. There are drop off and pick up bays for parental use.

Personal Belongings

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

Photographs/Video/Digital Images

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



Policies

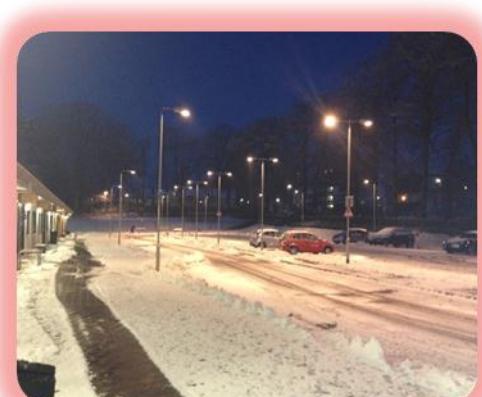
All our school policies can be accessed through the school website. The policies available are ASN, Attendance, Behaviour, English Language, Numeracy, Sciences, Expressive Arts, Child Protection.

Fundraising Group

We also have an active fundraising group who work hard to organise a variety of fundraising events. They purchase and support the school to purchase items they would not normally be able to purchase.

Road Safety

Aspects of road safety are taught regularly throughout the school. From Nursery to Primary 7 good road sense is reinforced. Visitors from Road Safety unit and Police help the children develop good traffic sense. They are encouraged to use crossing patrollers if necessary. In Primary 6 children are offered the opportunity to receive Bikeability training. It is important that parents set good role models for children by observing safety rules in



particular when collecting/dropping off children by never parking/stopping on the safety yellow zig zag lines. While the **school car park is for staff and delivery vehicles only**, there is a drop off point for children at the front of the school building.

School Holidays

Details of Term/Holiday/In Service Days are sent home in the regular newsletters and also appear on the Council website wwwaberdeencity.gov.uk. We actively encourage holidays to be taken during holiday time and avoid absence from school.

School Improvement

Quality Assurance and Improvement planning

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

Improvement Planning

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

School Meals

School meals are available every day and are prepared by the kitchen staff on site. Dinner money is collected on the first day of the week. Children having occasional lunches should also bring money on a Monday. Please ensure your child's name and class are written on tickets and it is helpful for you to make a menu selection, writing the choice on the reverse of the ticket. This is particularly useful for our younger children. If your child forgets their dinner ticket they will always receive a lunch but please reimburse the school immediately. In this event, a white ticket is obtained from your child's class teacher for presentation to the kitchen staff. Information about free school meals is available from the School Office. Menus for the month are available on the school website.



Children who bring a packed lunch should remember to name their packed lunch box and that their lunch does not contain nuts as we have a number of pupils who suffer from peanut allergy.

Security

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

Standard and Quality Report

A report is produced annually about the school and its performance. This is available from the school website or at the front entrance of the school.

Transport

Transport is provided to and from school for children, in the school catchment area, who live beyond the statutory walking distance. Application forms for free transport can be obtained from the school office. Parents of pupils who live without the school zone are responsible for the transport of their children.

Uniform

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

- green sweatshirt;
- green, black or white polo shirt;
- black/dark grey trousers, shorts or skirt,
- dark grey pinafore or green/white gingham dress
- indoor shoes must be brought and black/white shorts, white gym shirt, gym shoes/trainers with non marking sole for PE.
- waterproof coat



Our School uniform (including P.E. Kit) is available from Parent Council. The Uniform Coordinator is in school from 8.45 every Friday morning. Order forms are available from the School Office.

Other clothing requirements

We ask that pupils bring a change of footwear for indoor use in order that the fabric of the building is preserved in good condition. **Art/craft** A long sleeved overall or old shirt for creative activities is essential. **Schoolbag** A waterproof bag of a reasonable size will be needed for carrying books. ***It is essential to name all items of clothing and personal belongings. We advise that children leave items of value at home.***

Clothing grant

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

Wet Weather Procedures

Children are expected to be outdoors at morning break and after they have finished lunch.

Parents should ensure that their children come to school adequately attired for our normal variable weather. The Head Teacher will decide if and when children will be accommodated indoors. It is expected that all pupils keep a 'wet playtime' activity in school. This could be a novel, colouring book or quiet game. Each classroom is also supplied with a number of appropriate activities in its 'rainy day' box.



P.E.

Trainers/gym shoes/socks

White/Black Polo shirt and Black/White Shorts

NO JEWELLERY TO BE WORN

APPENDIX 1

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