

Broomhill Primary School

Handbook 2018-19



Welcome to Broomhill Primary School



All staff at Broomhill School would like to extend a warm welcome to all new pupils and their families.

The staff at Broomhill work together to ensure that the needs of all of our pupils are met. We routinely work with families, partners and pupils to evaluate the work of the school and set our agenda for further improvement. This culture of self-evaluation ensures that we continue to provide the very best experiences and opportunities for all of our pupils. This booklet contains information which it is hoped will prove useful to all parents/carers and pupils of Broomhill School.

Thank you for taking the time to look through our Information Booklet.

If you feel that we have missed some information, please give us a call and we will be delighted to discuss any other issues or queries.

Further information on choosing a school can be found at:

<http://www.educationscotland.gov.uk/parentzone/myschool/choosingaschool/index.asp>



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1.0 Head Teacher's Welcome

On behalf of the staff, pupils and parents/carers I would like to welcome you to Broomhill School.

We embrace the values of Curriculum for Excellence which are wisdom, integrity, compassion and justice alongside the United Nations Conventions on the Rights of the Child and we promote these throughout our learning and teaching.

Broomhill School offers a unique primary experience for our pupils as we aspire to provide high quality mainstream education for around 400 P1-7 pupils and 80 nursery pupils. We also take pride in our ability to support those children with additional support needs. We are committed to providing opportunities for inclusion that meet the needs of all of our pupils.

It is our belief that children learn best when there is close co-operation between home and school and we value parents/carers as partners. We offer opportunities for you to be involved in school life and we are appreciative of your support.

School staff use their expertise to develop programmes of work suited to their pupils' needs and abilities. Pupil progress is assessed on a regular basis and programmes of study are monitored and evaluated to ensure we are providing learning experiences of the highest quality.

Staff are committed to their own self-evaluation and continuing professional development. We all regularly take part in professional development courses to enhance our knowledge of current educational philosophy and good practice.

We look forward to working in partnership with you. We encourage parents to get in touch with any queries. Please don't hesitate to contact me if I can be of any assistance to you at any time by calling our school office on 01224 315487 or alternatively e-mail me on the school e-mail broomhill@aberdeencity.gov.uk to reply to any queries promptly.

Mrs Dawn Reid

Head Teacher

2.0 Parents as Partners

We value effective partnerships with parents and look forward to working with you over the coming years. We continue to work hard at Broomhill to increase the opportunities for you to be involved in the life of the school and support your child's education. We are constantly looking for ways to improve our partnerships so please pass on any ideas of how we can support you.



Some of the opportunities we currently provide are to:

- Contribute to Learning Journeys which are used to assess your child's progress in Nursery.
- Hear of how we are implementing Curriculum for Excellence through a range of curricular events over the course of the year during the day, over an evening and by being welcomed into the classes for children to share their learning
- Attend parents' evenings where you will have the opportunity to hear how your child is progressing in their learning
- Receive a formal report on progress in April
- Engage with planning approaches to learning by contributing to working groups of parents representing the parent forum
- Reviewing our school aims to ensure that we remain aspirational
- Join staff to set Individual Education Plan (IEP) targets when we are working to overcome a barrier to learning
- Become a member of the Parent Council and meet with the Senior Management Team termly on strategic matters
- Feeding into the school audit and improvement plan by helping us identify what is working well and what should be improved
- Volunteer your skills to support the school by registering as a parent helper

PARENT HELPERS

We invite parents/carers to become involved in the life of the school through helping out in school or accompanying classes on trips and outings. It is a legal requirement that all adults working with children must undergo a PVG check. This usually takes only a few weeks and there is no cost to the parent/carer. Forms are available from the School Office.

2.1 Broomhill Parent Council

Broomhill Parent Council is keen to help you and your child as much as we can in settling in to the school and our community.

The Parent Council is an active group of parents with whom the Senior Management Team consult on strategic issues. You can get in touch with us by sending a note into the school office marked for the attention of the Chair of the Parent Council.

Information on Parent Council Events is included in our Newsletters and displayed in and around school and of course, feel free to approach any Parent Council member.

Each school year group has a Parent Council Representative. When you enrol your child at the school, with your consent, the Year Rep will make themselves known to you at the earliest opportunity.

We have fundraising and social events that go on periodically throughout the year. The Parent Council provides a vital role in organising these for the school, so if you have any good ideas or wish to become a member of this group then please get in touch. Please look out for dates of our regular meetings on the school website. We look forward to meeting you and personally welcoming you to Broomhill.

Further information on effective partnerships with parents is available at –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Join Us!

2.2 The School

Broomhill School is a co-educational, non-denominational school serving approximately 410 Primary pupils in 16 classes with provision for 80 pupils within an Early Years (nursery) setting.

The school, situated 1.5 miles from Aberdeen City Centre, on the corner of Gray Street and Broomhill Road serves an area of predominantly private housing and private rental accommodation within the Harlaw Academy catchment area.

The school building itself was built in 1895 and over the years reconstruction work has taken place but the school still retains the more traditional Victorian layout.

The School Leadership Team has been in place since January 2017, and comprises a Head Teacher and 2 Depute Head Teacher posts.

Visiting teachers include 1 day of PE which is used to cover part of teacher's Non-Class Contact Time. We benefit from a Vocal Coach (ACC) from Aug – Dec who works with middle stages pupils.

The Support For Learning staff support a number of pupils from P1-7 whilst also providing intensive support for vulnerable pupils.

Experienced support staff assist the school in the areas of administration, janitorial and catering provision. Seven full time and part-time PSAs support learning in all classes on a needs basis, they also supervise pupils in the playground and dinner hall whilst also providing invaluable support with focused literacy groups such as ReadingWise, Talkboost and Toe-by-Toe. PSAs also deliver a "Seasons for Growth" group to support pupils Health and Wellbeing.

The School has a small but extremely active and supportive Parent Council who have provided extensive financial support, this includes the provision of a new library which was opened in the name of the late Kathy Rohan (Head Teacher), in Nov 17.

Broomhill School works closely with Great Western After-School Club who have provided a Breakfast Club for our pupils, for a number of years and this year have added an After-School provision within the school building. The pupils also benefit from an extensive range

of Clubs run by parents and in conjunction with Active Schools, these include: jogging, dance, French, Spanish, multi-sport, football to name but a few.

Broomhill School was last inspected by HMIE in October 2007, with a Follow on Inspection in September 2009. The most recent Care Inspectorate inspection took place in June 2018.

<https://education.gov.scot/inspection-reports/aberdeen-city/5238226>

<http://www.careinspectorate.com/index.php/care-services>

A team of Quality Improvement Officers visited the school in November 2016 to evaluate how well the school is supporting learners and identified a number of key strengths including; the level of commitment and hard work demonstrated by staff, the polite and friendly pupils who are very articulate and have capacity to achieve, and the capacity within the team to secure improved outcomes for pupils.

Free School Meal Entitlement:

Pupil Equity Funding allocates £19,000 to support 15 pupils who receive FSM entitlement.

SIMD Profile:

The SIMD profile of pupils at Broomhill School ranges from SIMD 1 to SIMD 10 with 60% of pupils living in homes which are in the highest 10 % on the Scottish Index of Multiple Deprivation and 2.7% of pupils living within the lowest 20%.

2.3 School Staff

Head Teacher

Mrs D Reid

Depute Head Teachers

Mrs R Leslie (P4-7)
Mrs R Mutch (P1-3 Early
Years)

School Administrator

Mrs J Taylor Tough
(currently on secondment)

School Support Assistant

Mrs L Turner (currently
acting Administrator)

Nursery Staff

Mrs M Petrova
(Senior Early Years
Practitioner)
Ms K Manson
(Acting Senior Early Years
Practitioner)
Miss S Gray (EYP)
Miss G Gavin (EYP)
Miss L Macdonald (EYP)
(currently on Mat Leave)
Miss R Hatten (EYP temp)

Teaching Staff

Mrs H Massie
Mrs C Shand
Mrs S Gordon
Mr K Hewitt
Miss R Esson
Miss C Aitken
Mrs R Webster
Mr D King

Miss R Still
Miss C Webster
Mrs S Smith
Mrs E Garniner
Mrs V Sealy
Miss L Robertson
Miss C Wallace
Mrs C Andersen
Mrs M Dillaway

Pupil Support Assistants

Mrs A Thain
Mrs C Martin
Mrs S Youles
Mrs J Wilson
Ms S Syme
Mrs J Craig
Mrs D Stratton

PE Specialist (Tuesdays only)

Mrs M Begg

School Caretaker

Mr A Morrison

We have a number of additional colleagues working within Broomhill School including Health and other Educational Professionals, Musical Instructors and other partners.

3.0 Our Vision, Values and Aims

Early in 2017 we worked together with pupils, parents and staff to establish our vision, values and aims for Broomhill School. We asked the question “What makes an Excellent School” and everyone gave their opinions and thoughts. The strongest themes to come from the work that we undertook were:

- Leadership
- Communication
- Embracing Change
- Forward Thinking
- Teamwork
- Positivity
- Support for all
- Raising standards
- Shared values
- Positive Change built on strong foundations

The pupils were all heavily involved in this work and representatives from each class worked to bring the vision together in the form of a school song. The words of this song, from the voices of our pupils, based on a collaboration of ideas from parents, pupils and staff, we feel really sums up our aspirational vision and the values we believe in at Broomhill.

***Never giving up,
Always aiming high.
Broomhill gives us the
Freedom to fly!
Onwards and upwards
Striving for success.
We can work together,
And always do our best!***

***Always changing, always growing,
Learning every day.
Overcoming challenges,
We'll do it the Broomhill way.
We can create the future together,
Making working fun.
We will work as a team,
To make us number one!***

***Be unique, yes we can!
Stand out from the crowd.
Making Broomhill brilliant,
Making Broomhill proud!
Look towards your future
Don't be afraid to dream,
School will help you on your way,
It's not as hard as it seems.***

***One team, one dream,
Working towards one goal.
Making Broomhill brilliant
Never aiming low.***



Our pupils' words also "sing out" the vision for Scotland's Children, ensuring that Broomhill School will raise attainment through Excellence in teaching and learning within our Curriculum for Excellence, allowing them to develop the range of skills, qualifications and achievements to allow them to succeed, creating the future together, becoming Successful, Confident, Responsible and Effective.

Making Broomhill Brilliant means that we will ensure every child has the same equitable opportunity to succeed regardless of their circumstances or additional needs. We will Get It Right for Every Child by ensuring that they are Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included.

Update: In August 2019 we revisited our Vision with staff and pupils and focused on the phrase "one team, one dream" and looked at what this means for us at Broomhill. Here are our thoughts!



4.0 Our Ethos

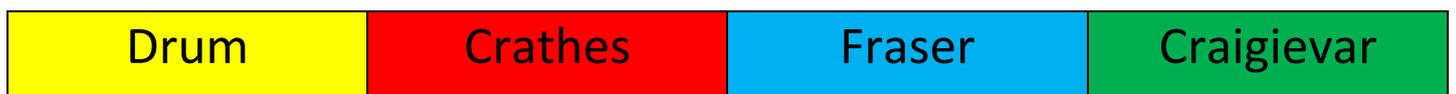
At Broomhill School, we are committed to providing high quality learning opportunities for all. High but attainable standards of work and behaviour are expected and by showing concern for the wellbeing of all individuals, we aim to foster a happy and safe environment. We value positive attitudes, praise and encouragement.

We always aim to be a welcoming, bright, friendly, ambitious and safe learning environment for our pupils where they can be challenged to learn in different ways and enjoy the learning process.

The Rights of the Child are central to our beliefs Broomhill. Further information on the UNCRC can be found at:

<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Each pupil is part of a designated House Group:



Pupils can earn points for their House by working collectively towards the capacities of our Curriculum for Excellence:

Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens

Our Houses have House Captains to help to support the pupils within their house and work with staff to develop our House System.

We very much value the opinions of our pupils and aim to develop a number of pupil voice groups within school, with a focus on School Improvement. Our pupils play a key role in our process of self-evaluation for self-improvement.

We celebrate House Points and wider achievements regularly at our weekly assemblies.

In school all children are encouraged to behave in a way which is:

- Safe
- Respectful
- Responsible

Pupils across the school actively participate in lessons which explore what this means in a general sense and specifically, the implications for their behaviour at school. Teachers facilitate discussions about what these expectations should look like, sound like (voice level) and feel like in different school environments (eg. Classroom, dinner hall, corridors, toilets, playground)

Each class displays their own Class Charter. It's made clear to all children that Dojo points, House Points and Golden Tickets are available for displaying these behaviours. This again links closely with understanding and respecting the rights of the child.

Pupils all sign up for Golden Time activities which are held on a Friday afternoon, run by all staff members. These include:

- Chess
- Arts and Crafts
- Multi-sports
- Book Club
- Technology Time

During the week, pupils strive to keep all their Golden Time by behaving in an appropriate manner, thus enjoying the full time of the activities they have signed up for.

Further information on Promoting Positive behaviour and relationships can be found at:
<http://www.gov.scot/Publications/2010/06/25112828/0>



5.0 Quality Assurance

Through an on-going process of self-evaluation for self-improvement the school strives to assure quality in the provision of a broad and balanced education to the needs of children. As a staff, we use the document How Good is our School 4 as a basis for our school self-evaluation for self-improvement.

Many other approaches are used to determine areas of good practice including:

- Monitoring classroom practice – visits to class by Senior Management
- Teachers visiting other classes at Broomhill and beyond
- Monitoring of teachers' plans and assessments by Senior Management
- Monitoring of pupils' work
- Conversations with pupil focus groups
- Quality Assurance visits by the Local Authority
- Quality Assurance visits by Education Scotland
- Quality Assurance visits by the Care Inspectorate

Our school community complete detailed Audits on an annual basis and following specific areas of development. The results of the audits then feed into the school improvement planning process. Priorities identified are then shared with the school community.

All partners, parents and pupils are given the opportunity to feed into this process to ensure that these priorities reflect the needs of the entire school community.

An annual Standards and Quality Report is produced that details the work and progress of the school, this can be accessed online on our school website, and a hard copy is also available in the school office.

A list of school policies will be made available on the school website. Any questions/suggestions related to school policy should be directed to the Head Teacher.



6.0 The School Day

Breakfast Club

Great Western Pre-School run a breakfast club from 7.30am – 8.55am. Great Western is a partner provider and should parents/carers wish to enquire about places, contact should be made with Great Western directly on:



The School Day

The school day begins at 8.55am for our P1-7 pupils. School gates are open in the morning to allow the children to enter the playground and are closed shortly after 9am. All children, with the exception of those in the Nursery classes, should line up outside in the playground and will be collected by class teachers.

The children have an interval during the morning at 10.30am – 10.45am

Lunchtime for pupils is at the following time:

P1-3: 12.30pm – 1.30pm

P4-7: 12.10pm – 1.10pm P3/4 also have lunch at this time.

Pupils who go home for lunch are dismissed via the main front entrance and should return to school 5 minutes before the end of lunchtime to join their class line.

The school day for Primary Pupils ends at 3.10pm.

Nursery Sessions

Our Nursery sessions are as follows:

Morning Session: 8.30am – 11.40am

Afternoon Session: 12.20am – 3.30pm

Nursery pupils should always be accompanied into the Nursery Cloakroom and be signed in by a parent/carer and signed out as they leave at the end of the session. Our Nursery Handbook provides further information on this procedure.

7.0 Admissions

Parents wishing to enrol their children at Broomhill School are welcome to visit the school and are encouraged to telephone the school to arrange a visit. The Head Teacher or Depute Head Teacher is always willing to show parents around the school and discuss any issues raised. New entrants to P1 are enrolled in January for entry to school the following August.

An advertisement will be placed in the local press in January giving information about enrolment dates and procedures. Parents should enrol their children during the appropriate week or any time thereafter.

A new online admission system is in place from January 2019 and this can be accessed on:

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

Please remember that your child is only entitled to a Primary 1 place in your child's zoned school. If your child attends nursery in a school that is not the child's zoned school this does not entitle the child to a place in that school.

Children who are four in January or February, whose parents request that their entry to primary school is deferred, are entitled to an additional year of publicly funded part-time pre-school education. Parents should apply directly to the school.

Parents of children born between the start of the school year and the last day of December are able to request an additional year of publicly funded part-time pre-school education but these requests are at the discretion of the Local Authority. Decisions about these deferred entry requests are made by a multi-agency panel in February each year

The Depute Head Teacher with responsibility for P1-7 will arrange your child's induction process where they can visit the school and meet their teacher.



8.0 Class Groupings

Our Early Childcare and Learning classes consist of 2 groups of 20 children who are aged between 3 and 5 in two separate play spaces. Mrs Petrova and Ms Manson are our Senior Early Years Practitioner who are responsible for the day to day running of the ELC rooms . Mrs Mutch (Depute Head Teacher) supports the Head Teacher in managing this provision.

In Primary 1 there are a maximum of 25 children in each class, in Primary 2 and 3 a maximum of 30 and the remainder of the Primary classes can potentially cater for up to 33 children. Some children may be in a composite class. Composite classes cater for children from two year groups but can have no more than 25 children.

In real terms, every class has a number of ability groups and teaching staff match learning experiences to prior knowledge and ability. Children who are in a composite class are not disadvantaged in any way. Children are given challenges that are appropriate to their needs and the direction that each child takes in their learning is negotiated between the class teacher and the SMT. It is crucial that pupils are given an appropriate challenge to ensure that they feel confident in their abilities and have a strong sense of achievement. The children are taught in a range of groupings, class, small group, pairs and individually. All children have access to the supports available in school and may work with our SFL teachers, targeted support teachers or members of the SMT. Please feel free to ask the SMT for any further information on the supports available both in school and through the authority.



9.0 Primary 1 Enrolment and Induction

Pupils due to start Primary 1 at the start of a new school session in August are normally enrolled in January at a date announced by the local authority.

Parents/Carers can, however, contact the school office for advice at any time. Details of enrolment week are published in the local press every January.

A separate nursery and primary 1 booklet is available from the school office.

Parents will be invited to attend an informal induction meeting so that the Deputy Head Teacher (early years) can explain a little about the school and give details of how the children will be admitted. There will also be opportunities for parents to hear how to support learning at home. Parents/carers will be notified by letter of the days and times their child should visit and start school. There are opportunities for parents/carers to visit the classrooms prior to admission. In the first three weeks of their first term, Primary 1 pupils attend on a part-time basis. In keeping with all other schools in the city, Primary 1 pupils attend full time from the fourth week of the school term.

Good transition arrangements exist for the children heading into Nursery or school for the first time. These are updated on a yearly basis in light of feedback that the senior management team (SMT) receives from staff and parents. Similarly good arrangements are in place for children heading to secondary, please ask the Deputy Head Teacher with responsibility for the upper stages for more information.



10.0 Arrival and Departure

Parents/carers have a legal obligation to ensure that their children attend school. It is important that children are on time for school, but not too early, and collected on time.



Please note that there is no playground supervision before the school day starts. Any child arriving late to school must enter through the main school door, reporting at the school office.

We ask that you make every effort to collect your child on time at the end of the school day as children can easily become upset and anxious. If you are unavoidably detained, please telephone the school office on (01224) 315487 so that we can inform your child and arrange to keep them safe. When the morning bell rings, pupils will be collected from their lines in the playground by a teacher. At the end of the school day, 3.10pm teachers will accompany pupils into the playground.

Parents/Carers who drop off and collect pupils by car should ensure that their child enters the playground safely.

Please do not park in the school car park as it is required for staff cars and deliveries. Please remember that spaces designated for disabled users are required throughout the day. For the safety of our pupils, please do not park in these areas, they are for designated Blue Badge Holders only.



11.0 Intervals, Lunchtime and Supervision

During the morning interval and the lunchtime period, children are supervised by adults who have been specifically employed to assist with this task. We try to let the children outside to run around and get some fresh air at break times if at all possible. Due to our changeable north east weather, however, it is likely that the children will be outside in the cold and damp weather which is an all too familiar feature of our climate. Pupils should, therefore, come to school with suitable outside clothing to protect them from inclement weather.

In the event of very severe weather the children will be supervised in school. The decision as to whether children are inside or out is taken on a daily basis. The children are encouraged to play with the many toys/activities we have to choose from. The children are given the opportunity to choose the playground toys and tend to be very active and busy over lunch!

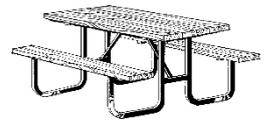


Older children often help the younger children learn new skills such as setting up groups for younger children. Various groups and activities are offered to the children over the lunchtime period. You will appreciate the need for all pupils to behave in an orderly manner and abide by the school rules at all times. Children who repeatedly choose to not follow the rules will be referred to the SMT.

Our school gates are now closed at break times and lunchtimes and staff are aware that adults are not allowed to enter the playground at playtime. Support staff have been instructed to stop any adult and question their intentions if an attempt to access the playground is made — please do not be offended.

12.0 School Meals

Lunch is served each day in the dining hall, during warmer weather, some of our older pupils can take packed lunches outside.



In line with Aberdeen City Council policy and the Hungry for Success initiative, menus are planned to provide nutritious, well presented meal choices daily. School staff promote the healthy options and actively encourage their uptake.

We now operate a Cashless Catering System. Pupils will order their meals via a smart card system in the classroom each day. These cards are topped up with payments by parents/carers. Further information and top up access is available at:

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

We also ask that you look at the menu in advance to support your child in making the correct choices when they come to school. If your child is late for school or has an appointment, please inform the school office of their menu choice in advance. This will help to ensure that your child can have a school lunch they will enjoy. A copy of the menu is available at:

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

A two course meal with a choice of drink is currently around £2.10. All P1- 3 children are entitled to a free meal. If your child has any particular dietary needs please let us know and we will put you in touch with the school cook. Free meals are available to children in P4 - 7 of parents who are in receipt of Income Support, Income- based Job Seekers Allowance, or in some cases Child Tax Credit. Further information can be obtained at:

Packed lunches should be brought in a named lunch box and eaten in the dining hall. In the interest of safety, please do not allow your child to bring glass bottles to school and be mindful that although lunchboxes are kept out of direct sunlight they are not kept refrigerated. Please bear this in mind when preparing lunch for your child.

We have a number of pupils in school with severe allergies to nuts and request that pupils do not bring any form of nut-based snack into the dinner hall.

Research shows that children who eat a healthy meal at lunchtime are better equipped to concentrate on classes in the afternoon. Please ensure that your child eats a healthy lunch.



13.0 Dress Code and Lost Property

We strongly encourage pupils to wear school uniform, which is both comfortable and practical. Pupils are expected to wear school uniform which consists of a Green or Grey sweatshirt, skirt/trousers and white polo shirt.

For PE pupils require a T shirt, shorts and gym shoes. Gym shoes must be kept for indoor use. In the interest of safety no jewellery should be worn in the gym. Please note that where jewellery cannot be removed this must be taped over. Tape for this purpose should be brought to school.



A Clothing Grant is available to families in need and further details can be found at:

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

You are asked to ensure that your child is suitably dressed according to the time of year and weather. The temperature in school is very comfortable but your child should have a suitable jacket for wearing in wet and cold weather.

LOST PROPERTY

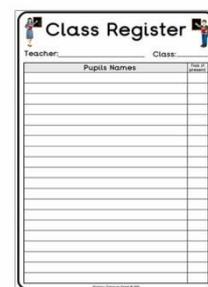
Please name all personal property e.g. clothing, footwear, lunchboxes and schoolbags.



If your child loses any item, a member of staff should be told straight away. Lost property items may be found in the storage area at the main entrance. Children are encouraged to check this regularly for any missing items. The school cannot accept responsibility for any lost item, but every effort will be made to trace anything that goes missing. All items of clothing should be labelled to ensure that your child can easily identify their own clothing. Please do not allow your child to bring expensive personal items to school.

14.0 Attendance/Absence

Any absence from school must be explained by a note or telephone call to the school office. Office staff make use of Group call (a system that will send a text message to parents) when a child is absent and there has been no explanation. I would urge you to call the school office/reply to the text to explain any absence as we worry about the safety of your child and will seek support from the Home/School Liaison Officer or Police if no explanation is given. This can lead to great embarrassment, but we cannot afford to take risks with the safety of our pupils.



Where there are frequent absences, or where there is an obvious pattern of absence, the matter may be referred to the Local Authority. The Home/School Liaison Officer is kept fully informed about each absentee and maintains a close liaison with parents. If the Home/School Liaison Officer is unable to make contact with parents of children who are not in school and where the Head Teacher has not been provided with a reasonable reason for non-attendance, the Head Teacher will inform the Police in order to guarantee the safety of children.

Pupils taking time off from school to accompany their parents on holiday is not a legal right in Scotland. Schools now have a statutory requirement to record the attendance rates and the number of authorised and unauthorised absence of pupils for all stages. Absences due to family holidays will be recorded as unauthorised. Only under exceptional circumstances will holidays out with the set dates be considered authorised and individual cases should be discussed with the Head Teacher. Children who do not arrive in school are automatically treated as “missing” if there has been no communication from home. This can lead to us contacting other agencies including the Police to support us in locating the child if we cannot get hold of you.

MEDICAL APPOINTMENTS

Parents/carers are asked to make every effort to make medical/dental appointments out with school hours. Parents should contact school if there is a need to withdraw their child for a medical appointment during school hours if it has not been possible to arrange an appointment out with school hours.

14.1 Emergency Arrangements



Parents will be asked to provide the school with the telephone number and address of a neighbour, relative or friend to whom the child could go to, or be taken to, in the event of illness or emergency when parents/carers are not available. This nominated person must sign the admission form to give formal consent. Parents will also be asked to supply the name, address and telephone number of their local GP who could be contacted in the event of an emergency where the school was unable to make parental contact.

If we cannot contact you and there is a medical emergency, a member of the SMT will assume the role of the parent and ensure that appropriate medical attention is provided.

Please assist the school by ensuring that contact details, which should be completed each year, are kept up to date as children become very distressed when we are not able to contact you.

Normally parents/carers will be given advance notification of any change in school hours but there may be occasions when this is impossible e.g. power failure or extreme weather conditions. In the event of such unforeseen circumstances parents/carers should listen to NORTHSOUND RADIO for updated information. We make use of Groupcall which sends a text message directly to all registered parents. We also now use our Twitter Account to communicate with parents/carers and the wider community @SchoolBroomhill.



14.2 Health

The school doctor and nurse make regular visits to the school throughout the year. All new P1 entrants will have a medical examination at some time during their first year. Parents/Carers will be invited to attend and will have the chance to discuss their child's health.

The school doctor does not carry out treatment or prescribe medicines. She will, however, discuss a problem, offer advice and, if necessary, make a recommendation to the appropriate agency, e.g. G.P., Children's Hospital, Speech Therapist, Audiologist, Educational Psychologist etc. Any parent wishing to discuss a problem with the doctor or nurse may contact the school office for an appointment.

The school dentist also visits the school and any child found to be in need of treatment will be given a card to inform you of the treatment required.



Parents are asked to inform the school if they know of any condition that their child may suffer from e.g. asthma, autism, epilepsy etc. so that appropriate measures can be taken. Where necessary, parents/carers should supply an inhaler to remain in school for asthmatic children. A medical form must be completed with details of the medication, dosage etc. Only in exceptional cases will medication other than inhalers and other long term treatments be administered at school. Please contact the SMT to discuss your child's individual needs. The school will work in partnership with you to develop a medical plan to ensure that your child's needs are met in school.

All Aberdeen City Council premises and grounds are non-smoking; Parent/Carers are asked to observe this

15.0 Support for Pupils

All children are different and will have very different skills and capabilities. Our aim is to ensure that all children attain and achieve to the best of their ability.

Broomhill serves a diverse pupil population with a range of learning, social and emotional needs. We enjoy effective working relationships with our Educational Psychologist who supports us in ensuring that all children reach their full potential by following a staged intervention model. The Deputy Head with responsibility for your child will happily explain this process to you. Children with additional support needs will have an Individual Educational Plan in place which will be agreed with parents/carers, other agencies who support the child and in some cases the child themselves. This plan, which is reviewed three times a year, helps us track progress and ensure that any changes are made which will help to remove barriers to learning.

Attainment data is carefully monitored and children who appear to be experiencing difficulties in any areas of learning will be discussed by class teachers, the support for learning teacher and a member of the management team. At this point a plan is agreed to support the learner and you and your child will be invited to contribute to the plan and will be given suggestions of how you can support your child at home. Support from the support for learning teacher is allocated on a needs basis and we do all we can to ensure that the children most in need of additional support receive it.

All children in school will be involved in setting targets for themselves through personal learning planning arrangement which you will be invited to be involved in. Further information on additional support needs is available from Enquire.

If you would like further information on how your child's additional support needs are being addressed please contact the Depute Head with responsibility for your child in the first instance. Children who benefit from heavy support from 2 or more agencies may have a coordinated support plan which gathers information from all agencies to help support your child. In some cases your child may benefit from multi-agency working and a GIRFEC (Getting It Right For Every Child) meeting will be called where all professional will be invited to join parents and staff to plan for your child's needs. Further information on how to support your child, whatever their needs, will be available on the school website.

16.0 Communication with Parents/Carers

Parents/carers are welcome to visit the school to discuss any matter with their child's teacher or with the SMT, although you are requested to arrange a mutually suitable time beforehand to avoid being told that managers are unavailable.

All visitors to the school must report to the school office to sign the visitors' book and collect a visitors' badge.

Our website gives regular updates of forthcoming events and news on the life of the school etc. Our newsletters will also be placed there. Our website is regularly updated and will prove an invaluable source of information, please log on at www.broomhill.aberdeen.sch.uk. You can also follow us on Twitter @SchoolBroomhill.

Any suggestions of information that could be added to the website should be passed to the Head Teacher by e-mailing broomhill@aberdeencity.gov.uk. During the year parents/carers are invited to attend informal consultation evenings and two interviews to discuss your child's progress. The second interview is offered following the issue of the child's school report.

There is an active Parent Council and PTA operating in school, both of which provide invaluable support to the school. They host a range of events for parents over each school year; please look out for news of upcoming events by logging on to the website.

Broomhill has an open door policy and you are welcome to visit at any time. If you wish to speak with any member of staff, please come into the office where the staff will arrange an appointment for you. We continue to look for the best means of communicating with you and would welcome any ideas or suggestions.

17.0 Clubs, Activities and Pupil Voice

We are keen that the children have a clear voice in the running of their school and as such we are developing the role of our Pupil Voice Groups. This year our pupils have opportunities to contribute to the following groups:

House Captains

Pupil Council

Global Goals

Rights Respecting School

Technologies

Garden Group

Charities Group



There are various opportunities throughout the year for pupils to participate in extra - curricular groups. These wider achievements are valued. Active Schools support a wide range of extra-curricular activities as well as those offered in school by staff which include Multi-sports, jogging club, netball and dance.

Information about the clubs available for your child are obtainable by contacting the school office.

18.0 The Curriculum

The Scottish Government drastically reviewed the curriculum for 3-18 year olds a few years ago and as such, all schools in Scotland now deliver Curriculum for Excellence.

At Broomhill we are really excited by this development and recognise that the more actively involved children are in their own learning and in setting their own targets, the more they achieve and enjoy their time in school.

Curriculum for Excellence states that the overarching aim for all pupils in Scotland should be the opportunity to develop the following capacities: Responsible Citizens, Successful Learners, Confident Individuals, Effective contributors.

LITERACY AND ENGLISH

When your child first begins at Broomhill they will be assessed to gain an understanding of their needs. These will dictate initial groupings to ensure that your child is challenged and continues to make good progress. Language work incorporates reading, writing, listening and talking. Jolly Phonics, a synthetic phonics scheme, is used in Primary 1 and through quality teaching the children very quickly become confident readers and writers. Your support is invaluable and the Depute Head Teacher will share with you how to support your child in their reading as part of the induction process. Reading is regularly taught as we recognise that children who are skilled readers very quickly develop excellent writing skills too. We make use of a range of reading schemes best suited to your child's needs at that time. Children who require additional support or challenge in reading are given support from the SFL teacher where possible. Letter formations and simple spelling is taught making use of Jolly Phonics. The children really enjoy this active approach to learning and generally make great progress. Children are asked to evaluate their own progress in writing tasks and are now beginning to set their own targets so that they are focused on their next steps in learning. This self-evaluation begins in Nursery and is gradually developed so that the children have a clear understanding of what they have to work on.

18.0 The Curriculum

The collaborative nature of our curriculum provides many opportunities for the children to learn new skills and become confident listeners and talkers. The vast majority of listening and talking tasks involve the children working on other areas of the curriculum, indeed the curriculum is now very rarely taught in subject isolation.

Throughout their time at Broomhill, pupils will have the opportunity to learn other languages such as French. We also have an annual whole school focus on our own Scots Language.

Continuous assessment is integral to teaching at Broomhill and ensures that the children are receiving an appropriate challenge.

SOCIAL STUDIES, SCIENCE AND TECHNOLOGY

This area has been reviewed in light of Curriculum for Excellence. The children are now being encouraged to suggest areas to study and we are building pupil voice and choice into our approach.

ICT

We make use of interactive whiteboards and a number of PCs and mobile technology to help us deliver IT. The children follow a planned curriculum to help them develop basic skills but will also make use of IT in all areas of the curriculum, an area we hope to continue to develop.

RELIGIOUS AND MORAL EDUCATION

All children are given opportunities to develop their understanding of world religions. We believe this is important to help create a tolerant society. Children will also learn about Christianity and will occasionally be given the opportunity to visit the local church; permission is always sought for such events. If you have any particular questions or requests regarding the teaching or RME, please contact the Head Teacher. Children at all stages have the opportunity to develop skills for life, future learning and work through a range of enterprise activities that support our pupils to apply their learning in a range of different contexts.

18.0 The Curriculum

EXPRESSIVE ARTS

Our pupils are encouraged to be creative. We make use of a range of resources to support the children and also give them the opportunity to use these skills in a variety of ways. This curricular area is organised under the following headings: Participation in performances and presentations Art and design Dance Drama Music

We regularly invite travelling productions into school and encourage classes to visit local theatres, museums and festivals to gain as broad an education as possible.

HEALTH AND WELLBEING

Health and wellbeing is a priority area for all schools, as directed by Scottish Government. They hope that this curricular area will ensure that all children are:

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

Staff work to develop some sensitive areas such as awareness of substance misuse and also promote relationship education which includes looking at sexual health. You will be invited to come into school and view materials that will be used to support your child and ask any questions to ensure that you are comfortable with all aspects of your child's education.

From time to time we will invite groups such as Childline into school to work with children on understanding how to keep themselves safe from abuse and harm. Again we will inform you of such activity to ensure that you have an opportunity to ask questions and ensure that you are comfortable with the approaches being taken.

18.0 The Curriculum

Health is a major focus for all schools in Scotland and we provide 2 hours of quality P.E. throughout the week for pupils with lots of opportunities available for the children to further their knowledge of how to stay healthy.

One of the biggest changes within Curriculum for Excellence is the recognition that whole school communities must be more aware of mental health issues to be able to support those with and address such issues.

The curriculum is organised under the following headings: Mental and emotional,

- Social and physical wellbeing
- Planning for choices and changes
- Physical education,
- Physical activity and sport
- Food and health
- Substance misuse
- Relationships,
- Sexual health
- Parenthood

MATHEMATICS AND NUMERACY

The children will learn about many aspects of mathematics, the broad headings being:

- Estimating and rounding
- Number and number processes
- Multiples
- Factors and primes
- Powers and roots
- Mathematics—its impact
- Patterns and relationships
- Expressions and equations

The children make use of a vast selection of interesting resources in mathematics. Teachers vary the approach as often as possible to keep the children engaged and motivated. Further information of Curriculum for Excellence is available on the school website where you can find information of which areas will be covered over the year and on the Education Scotland site.

19.0 Support Agencies

EDUCATIONAL PSYCHOLOGY SERVICE

When a pupil is experiencing educational, behavioural, social or emotional difficulties, the school may refer him/her, with parental permission, to the above service for additional advice and to explore any additional services which may be available to support the pupil. Educational Psychologists are available to offer parents and staff invaluable advice on how to best support pupils. Children with recorded additional support needs will have regular reviews with psychological services to ensure that school continues to meet their needs and review progress.

SOCIAL WORK SERVICES

The school and the Social Work teams work closely together to support pupils and families.

EAL

Provision is made for any child for whom English is an Additional Language to receive support in accessing all areas of the curriculum and learning essential everyday language. This support is usually offered in school.

SUPPORT FOR LEARNING

Many children need a bit of extra support or challenge at some point during their school career. Our teachers are available to help children in all the classes who, from time to time, require support in their learning. This extra help may be in a one-to-one situation or in a group of pupils who require similar support. You will be invited to help develop the Individual Education Plan that teachers will use and we will be happy to suggest ways that you can support your child at home.

20.0 Multi-cultural education

We have a diverse school population. We endorse Aberdeen City Council policy on Race Equality and are committed to taking all steps within our power to eliminate discrimination and to promote good relationships between people of different cultures. Throughout the year we recognise and celebrate a range of festivals from a variety of cultures.

21.0 Assessment

Class teachers continually evaluate their teaching and assess each pupils work to ensure that they are coping and making the progress expected, progress is tracked three times a year so that we can measure the impact of approaches being taken. The class teacher is responsible for keeping progress records to provide a profile of the child's progress.

Informal and formal assessment procedures are used throughout the school and are planned for under the categories Say, Write, Make and Do in that staff look for evidence of what a child can say, write, make and do to illustrate their knowledge, understanding and skills.

Over recent years we have developed the use of Assessment is for Learning and Formative Assessment strategies in school. This approach focuses on setting clear learning intentions and success criteria, giving pupils quality feedback on their work and involving pupils in evaluating their own work and that of their peers. Research has shown that this approach involves pupils much more effectively in their own learning.

A school report is issued for each pupil during the school year. This report will give parents/carers specific information relating to levels of attainment/achievement in curricular areas as outlined in the national guidelines. This report will be based on the ongoing assessment procedures that are presently being utilised within the school.

22.0 Home Learning

It is considered that home learning (homework) is an essential part of the school curriculum and is provided in school for a number of different reasons. Homework is given on a regular basis although it is intended that prescribed homework should not exceed 30 minutes per night (less for the younger children). Further information is available from a member of the SMT and in the school homework policy. If your child is experiencing difficulty with homework please do not hesitate to contact the class teacher to discuss the matter.

23.0 Discipline

School discipline is a priority for all and we have high expectations of our pupils at Broomhill, who behave very well. Our main aim is to ensure that we create an atmosphere that will allow all pupils the opportunity to develop both academically and socially in a non-threatening, pleasant atmosphere. To this end we hope to develop a partnership between home and school, which will enable both parties the opportunity to work in a meaningful and productive way for all our pupils.

The school is keen to involve all educational partners in this area and engaged with all stakeholders to develop a Positive Behaviour Policy. We operate a staged behaviour referral process; further information can be obtained on our website at:

<https://broomhill.aberdeen.sch.uk/wp-content/uploads/2018/06/Broomhill-School-Positive-Behaviour-Policy.pdf>

24.0 Child Protection

Given the on-going public concern on the subject of child abuse and changes in law, schools are required to report if they think that any child or young person has come to harm or is at risk of significant harm as a result of possible abuse. Each school has a named member of staff appointed responsible for Child Protection matters. In our school that person is Mrs D Reid, (Head Teacher).

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact Mrs Reid at school. As a school we have good contacts with medical officers, social workers and the police—any of whom may be involved if abuse is suspected. Depending upon the concern, Parents/Guardian may or may not be informed of any action taken. I'm sure that you will agree, the safety and wellbeing of all of our pupils has to be our top priority and Broomhill School takes this responsibility extremely seriously.



25.0 Inclusion and Anti-bullying

We are committed to a policy of multi-cultural and anti—racist education. It is important that the children are helped to understand about the world around them in a positive way. Books and resources are carefully selected to ensure that our children see lots of positive images of people of different race, creed and cultures; they also show men and women in a range of different roles.

We encourage all children to participate in all experiences. Care is taken that activities do not become associated with either girls or boys; all children are encouraged to use all of the equipment on offer. The school strives at all times to show no prejudice and to give equal opportunity and attention to all children irrespective of race, gender, religious belief and cultural background and places great emphasis on educating children against such prejudices. The Head Teacher reports any incidents of racism to the police.

Sadly, bullying occurs in almost all schools. School structures are, however, in place to combat this type of behaviour with positive management and support of individual children. Please do approach a member of the SMT if you have any concerns about your child. The school will respond to incidents of bullying and we emphasise the need for a child to "tell." Please do not hesitate to get in touch.

26.0 Secondary Education and Transitions

Broomhill School is a member of the Harlaw Academy Associated School Group and at the end of Primary 7 pupils will transfer to their zoned academy. If you are unsure of which secondary school your child will attend, please speak to a member of the senior management team or a member of office staff. Information can also be obtained via the online School Placings system.

27.0 School Pupils insurance

Please note that no insurance cover is held by the Local Authority to provide automatic compensation to pupils in the event of a 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 Local Authority 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 the negligence of the Council or its employees. However, if there were no negligence, no claim would be accepted by the Council. This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. I am also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred however remote the possibility.

28.0 Domestic Pets

It is the Authority's policy that no pets owned by any member of staff; parent or guardian should be allowed into any part of the establishment. Please note this includes playgrounds, car parks and playing fields. Your support in observing this ruling is greatly appreciated.

29.0 Complaints Procedure

All parental complaints to schools should in the first instance be addressed at school level. If the complaint has escalated to the Head Teacher and is still unresolved, the Head Teacher can discuss this with the Quality Improvement Officer. If a parent still wishes to complain, then they should direct their complaint formally via the following means:

Email: ECSEnquiries@aberdeencity.gov.uk

Write to:

ECS Enquiries,
Education and Children's Services
Business Hub 13
Second Floor North
Marischal College
Broad Street
Aberdeen
AB10 1AB

Telephone: 01224 523898

If you feel unhappy about any aspect of Nursery and you do not feel that the staff have addressed the issue please contact the Care Inspectorate, they will be more than happy to help. If, despite your efforts to engage with us, still do not feel that issues/concerns have been addressed we have an independent mediation service who can support us. In severe cases a dispute resolution service is available.

If you have any suggestions as to how the handbook could be further improved, please contact the Head Teacher who will be happy to take your comments on board.