
Introduction to Torry Academy

Torry Academy is a six-year, co-educational, non-denominational school serving all pupils within the Torry area

The original school was built in 1927 with the second phase opening in 1947

The newest part of the school was completed in the late 1970's.
This block is served by a lift to allow wheelchair access to all 3 floors

The Academy has 2 associated primary schools – Tullos Primary and Walker Road primary
Due to the Parent's Charter Legislation we happily accept pupils from all areas within Aberdeen City

Over the past number of years, the number of EAL (English as an Additional Language) has increased dramatically
Currently 25% of the roll consists of EAL pupils

In September 2013 Aberdeen City Council took a decision to close Torry Academy and neighbouring Kincorth Academy on account of the falling school roles.

Lochside Academy is currently being built on Bobby Calder Park which will serve the catchment areas covering all schools which lie south of the River Dee
It is anticipated that the new school will open in August 2018

Welcome to Torry Academy

Dear Parent

Welcome to Torry Academy.

We have put this handbook together to give you and your family a flavour of the work which goes on in the school and to try and answer any questions you may have.

The staff and I are pleased to welcome new pupils to Torry Academy. Whether they come from a primary school or another secondary we hope that they will settle down well and enjoy their time at Torry.

We want to work in partnership with you to provide your children with an education which equips them for the years ahead in work, life and play and which meets their needs as individuals. We also work in partnership with many support agencies, local industry and the wider community to give pupils an all round education.

We want to offer them the highest possible standard of education in a safe and caring and interesting environment and we encourage them to maximise their own potential in everything they do. We aim to foster their academic, vocational, physical, and social development through a well balanced curriculum designed to help them gain a wide range of skills.

As a parent you are encouraged to contact Guidance Staff, myself or other members of the Senior Staff if there are any matters you wish to discuss. We want to work together to form a partnership for the maximum benefit of our pupils.

I hope this handbook will become a useful guide for you in the coming years and I look forward to meeting you during the time of your child's education.

Yours sincerely

J P Cranna
Head Teacher
November 2016

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School Aims

In Torry Academy our main aim is to help and encourage all our students to become

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

We will do this by providing

- A flexible, relevant curriculum with breadth and balance
- Progression from the attainment achieved in our associated primary schools
- A high quality learning and teaching environment with best possible resources
- The opportunity for all students to achieve their full potential
- First rate pastoral care, and support at all key points of transition
- A strong and inclusive school ethos based on positive behaviour and mutual respect
- Equal opportunities for all
- Additional support for those who require it
- A commitment to multi-agency working
- The development of enterprise skills and global awareness among our pupils
- A wide range of strategies to foster among students a sense of citizenship and responsibility
- Preparation for life-long learning
- Encouragement to be an active contributor to society and the workplace

Equal Opportunities

Everyone involved with Torry Academy - pupils, parents, staff (teaching and non-teaching) and people from the local community should feel valued as an individual regardless of ability, ethnicity, gender, social class or age.

Equal Opportunities concern **EVERYONE**.

In drawing up an Equal Opportunities policy we have identified the following key areas:

- Personal development of pupils
- School ethos
- School organisation
- Learning and teaching

Guidelines for developing the above include:

- Highest possible expectations of everyone at all stages
- Rules for behaviour are the same for everyone
- Equal Opportunities ideas to be found throughout the Personal & Social Education programme
- Discriminatory and abusive language and behaviour to be actively discouraged and action taken to ensure that any incidents are dealt with promptly and effectively
- Subject choice forms to be constructed to promote equality of opportunity for all and appropriate pathways for progression
- Awareness of individual and collective responsibility for Equal Opportunities is actively promoted.

All teaching and support staff, pupils and parents have their part to play in the implementation of this policy. A full copy of the Equal Opportunities policy is available on request from the school office.

Enrolment

Transfer from Associated Primary Schools

Parents of pupils who are transferring from the school's associated primaries in the normal way are invited to attend a parents' open evening held in November. The staff at the Academy will explain the aims of the school and describe the opportunities which the school provides. There will also be an opportunity to meet with senior staff and ask specific questions related to the school. In addition P7 pupils attend Torry Academy for part of a morning per week throughout P7.

In June all Primary 7 pupils will be placed in their new S1 classes for 1 complete day and follow their S1 timetable. This will allow the pupils to work alongside pupils from other Primary Schools, meet their class teachers and learn a little about each of their subjects.



P7s

Following the induction day, parents are encouraged to contact Guidance staff and discuss with them any matter relating to their children's future educational provision and to pass on any confidential information.

Placing Requests

Pupils who live outside the catchment area must make an application, in writing, to Marischal College.

Parents seeking a place in school are welcome to contact the school to arrange a visit.

Families moving into the catchment area, who wish to enrol children at the school, should contact the school office to arrange a suitable time to come up to the school.

School Information

(i) Official Address

Torry Academy
Tullos Circle
Aberdeen
AB11 8HD

Telephone: 01224 876733
Fax: 01224 249597

(ii) Current Roll

Year Group:	S1	S2	S3	S4	S5	S6
No. of pupils:	70	80	99	75	47	45

(iii) Capacity

The school has an agreed capacity of 680. There is ample accommodation with more practical than non-practical areas.

(v) Accommodation

The original school contains:

- Creative Arts, English, Mathematics, and Support for Learning departments
- Head Teacher's office, Depute Head Teacher's offices and School Office
- Support Service Manager's and Administrator's office, Medical Suite, Staff Room, Janitor's Office and Assembly Hall.



Old School Building

The second phase of the building contains:

- Hairdressing Salon,
- Science, Design and Technology and Guidance departments
- Offices for the Principal Teachers of Guidance, School Family Liaison Officer
- A small gymnasium and a fitness room.

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- There is also accommodation in this part of the building for a technician base, a reprographics room and a small conference room.



New School Building

The newest part of the school consists of:

- Art and Home Economics and Business Studies departments on the top floor
- Modern Languages, History, Geography, Modern Studies, Religious & Moral Education, Psychology and Computing departments on the middle floor
- PE department, an additional drama studio, the school library, canteen and kitchens.

There are two common rooms allocated for S5 and S6 pupils.

This block is also served by a lift to allow wheelchair access

(vi) Community Use of the School and Sports Field

For information regarding lets, requests should be made in advance to:

Sports Aberdeen
School/Education Lettings
Inspire Building
Beach Boulevard
Aberdeen
AB24 5HP

Tel 0845 601 3611

Email: lettings1@sportaberdeen.co.uk

Facilities available at the school include one games hall, one gymnasium, assembly hall and stage, and classroom accommodation. Facilities available at the school playing field, located next to Tullos Primary School, include an all-weather pitch and grass pitches for football and hockey.

There is always a high demand for the sports facilities and priority is given to groups according to Aberdeen City Council Policy on Letting of Educational Establishments.

(vii) Associated Primaries

Our two associated primary schools are:

Tullos Primary School
Girdleness Road
Aberdeen

Head Teacher : Mrs Beth Leith (Acting)

Tel 01224 876621

Walker Road Primary School
Walker Road
Aberdeen

Head Teacher: Mrs J Merchant

Tel 01224 879720

(viii) School/Community Links

We try to extend the learning experiences of our pupils beyond the confines of the school by means of various educational visits and excursions not only within the local area but further afield as well.

In addition to this, we have established links with the Wood Group, Shell UK, BP, BG Group, Total E&P, Local Community Police, Grampian Fire Brigade, the Army and Social Work Department.

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The Academy has links with local industry through various departments with pupils visiting local industry as well as speakers coming in from industry to speak to pupils.

We are continually looking at ways to foster new, and develop existing, links with industry and the local community.

The School Day

Monday to Friday

Period 1	8.30	-	9.20
Period 2	9.20	-	10.10
Tutor Time	10.10	-	10.30
INTERVAL	10.30	-	10.45
Period 4	10.45	-	11.40
Period 5	11.40	-	12.30
LUNCH	12.30	-	1.30
Period 6	1.30	-	2.25
Period 7	2.25	-	3.15

The total length of the school week for pupils is 27.5 hours.

Emergency Closures

There may be a number of reasons why the school requires to be closed in an emergency. These include, Adverse Weather, Water/Electricity Failure, Building Failure, Flooding and Fire, other Dangerous Occurrences e.g. Gas / Chemical leaks.

The safety of pupils and other users is the prime consideration in all procedures relating to emergencies. The Head Teacher will take action whenever there is doubt or concern about public safety.

Your Responsibility as a Parent

You must decide whether it is safe for your child to travel to school in adverse weather conditions, whether by transport or on foot. Should you decide not to send your child because of adverse weather you should inform the school.

You must provide the school with information about emergency contacts who can be reached if you are not available and keep the Head Teacher advised of any changes to this information. You must also advise the school of any changes to your own daytime contact details.

- If your child travels by contract transport you MUST arrange for their safe delivery to and collection from the pickup/dropping off point.
- In adverse weather you may make arrangements to pick up your own child directly from school.

When will schools be closed?

Head Teachers have discretion to decide if and when schools should close due to adverse weather conditions. They will do this on the basis of information they receive about prevailing or forecast weather conditions. The Head Teacher will consider whether pupils, on leaving the school, will be able to reach their own homes safely or another acceptable place of safety.

Sometimes only part of the school may be closed or only some pupils dismissed early.

If you yourself become concerned during the school day about local weather conditions you should not hesitate to contact the school. You may wish to collect your child/children in person from school and you are free to do this provided you advise staff.

During the winter months, should there be a large fall of snow, text messages will be sent out to inform you that the lunch hour will be reduced to 30 mins (12.30pm-1.00pm) therefore allowing an earlier closure of 2.45pm.

If you are advised by the school or concerned that it may not be opening you are advised to listen out for radio news and other broadcasts. Local radio stations will be supplied with information about school closures by Learning and Leisure Services.

Parents can now use the **Schools Information Line**. The national telephone number is **0870 054 1999** followed by the schools 6 digit pin number **011120**.

Information in Emergencies

There is now an additional way of accessing information about school closures. You can log on to <http://www.aberdeencity.gov.uk/closure> and follow the instruction for finding out about Aberdeen City school closures. This information is also automatically sent to Northsound Radio and BBC Radio Scotland and updated every 20 minutes. This is a very useful addition to the information line and should help clarify for parents, pupils and teachers whether the school is closed during any emergency or during severe weather.

School Holiday Arrangements 2016/2017

FIRST TERM

Teachers ReturnMonday 15 August 2016
Pupils Return.....Tuesday 16 August 2016
September Holiday.....Friday 23 September & Monday 26 September 2016
Term EndsFriday 07 October 2016

SECOND TERM

Pupils Return.....Monday 24 October 2016
Term Ends.....Friday 23 December 2016

THIRD TERM

Pupils Return.....Wednesday 09 January 2017
February Mid Term Holiday.....Monday 13 February 2017
Term Ends.....Friday 31 March 2017
Good Friday.....Friday 14 April 2017

FOURTH TERM

Pupils returnTuesday 18 April 2017
May Day Holiday.....Monday 01 May 2017
Term Ends.....Friday 30 June 2017

Staff In-Service training days are:-

Monday 15 August 2016
Friday 18 November 2016
Tuesday 14 February 2017
Wednesday 15 February 2017
Tuesday 02 May 2017

Please note that holidays and in-service dates are also available on the Schools Information Line.

Aberdeen City Education Service

Aberdeen City Council is the body legally charged with delivering public school education and community learning and development in Aberdeen.

The management of the delivery of education in Aberdeen is the responsibility of the Director of Education and Children's Services

Andrew Griffiths is Head of Education Services with specific responsibility for schools.

Concerns and Complaints

The school welcomes contact from parents on matters associated with the school or its pupils. Please contact the school to make an appointment if you would like to speak to your child's Guidance Teacher or Year Head. Due to teaching and other commitments it is not always possible for Guidance staff to see you without prior notice.

If it is not possible to resolve an issue through this contact, you can discuss the matter with the Head Teacher. A response to any complaint will be made by telephone or by letter as appropriate and as soon as possible, but certainly within five days acknowledging concern. A full reply would be sent within 15 working days. If a parent is unhappy with the response they are advised to contact the Service Manager, Schools (12-18) and Curriculum at Marischal College

Scottish Public Services Ombudsman

Under the Scottish Public Services Ombudsman 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 the power to investigate professional education matters i.e. the giving of instruction, conduct, curriculum or discipline in any educational establishment under the management of Aberdeen City Council.

The Ombudsman may investigate matters only where there is a claim that a member of the public has sustained injustice or hardship in consequence of the maladministration, service failure or other action as appropriate.

Time Limit

A complaint must be submitted within 12 months after the day in which the person aggrieved first had notice of the matter complained of, unless the Ombudsman is satisfied that there are special circumstances which make it appropriate to consider a complaint outwith that period.

Contacting the Ombudsman

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:

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

Parent Voice

A School Parent Voice consists of parent members, one staff member and two pupil representatives.

Members

The Members of the Parent Council for 2016 - 2017 will be recruited at the first meeting of each new session

The Head Teacher acts as an adviser to the Parent Voice and attends all meetings. Local councillors may also attend meetings.

A Teaching Profession for the 21st Century

The Agreement "A Teaching Profession for the 21st Century" was finalised in the Spring of 2001, and has been implemented over the last 15 years.

This Agreement is often referred to as the McCrone Agreement.

All teachers will be in class with pupils for a maximum of 22.5 hours per week. The remainder of the time will be used for preparation and correction of pupils' work, meetings with parents, staff meetings, preparation of reports and records, curriculum development, forward planning, professional review and development, additional supervised pupil activity, etc.

Aberdeen City Council has a framework for the 35 hour week which each individual school has then used to reach its own individual agreement about how the remaining time will be used

Teachers are required to work an additional 35 hours per year for their Continuing Professional Development, perhaps by attending workshops and seminars, or working on specific parts of the curriculum to update skills and knowledge.

Teachers will have a plan for their professional development which is agreed with their line managers each year, and which will take account of the requirements of their schools as well as their own development needs.

Newly qualified teachers undertake a probationary period of one school session and are supported by an experienced teacher in their school. The purpose of these arrangements is to allow new teachers to meet the professional standards set by the professional body for teachers. The time when they are released from teaching allows them to learn about specific aspects of education, to shadow more experienced teachers, to attend staff development courses and to read and assimilate materials related to teaching and learning.

The Agreement includes a simplified career structure for teachers, with currently only four teaching jobs in the staff structures for primary, special and secondary - Head Teacher, Depute Head Teacher, Principal Teacher and Teacher. There will be an enhanced school support staff, led by the School Support Services Manager, covering the full range of pupil care duties, and the administrative, technical, and facilities requirements of a school.

The Staff - Senior Management Team



Mrs Cranna
Head Teacher



Mr Cranna

Depute Head
Teacher

S3 and S6



Ms Elphinstone

Depute Head
Teacher

S4



Mr J Currie

Depute Head
Teacher

S2 and S5



Mr C McDermott

Depute Head
Teacher (Acting)

S1



Mrs Simpson

School Support
Services Manager

Senior Management Team have a wide range of responsibilities that fall into three main areas:

- (i) Whole School Responsibilities
- (ii) Year Group Responsibilities
- (iii) Subject Area Responsibilities

The Depute Head Teachers have particular responsibilities with regard to their particular year groups. These responsibilities cover the areas of Discipline, Parents' Night organisation and Reporting.

The School Support Services Manager has responsibility for the management of school finances, staffing policy and procedure, administrative support services and designated support staff, facilities, equipment and property

Pupil Support



Mrs Beagrie

PT Guidance



Miss Wallace

PT Guidance



Mrs Cowie

PT Guidance



Mrs Makepeace

**PT Support for
Learning (Acting)**

Teaching Staff

Senior Management Team

Mrs J Cranna	HT
Mr I Cranna	DHT
Mr J Currie	DHT
Ms L Elphinstone	DHT
Mr C McDermott	DHT

Guidance

Mrs H Beagrie	PT
Miss N Wallace	PT
Mrs A Cowie	PT

Design Faculty

Mr F Scobbie (Art)	PT
Miss S Drain (Art)	

Miss G Panyova

Mr J Martin (D & T)

Creative Arts Faculty

Mr B Gartland (Drama)	PT
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Miss I Buchan (Music)

Mr C Massie (Music)

English

Mrs L Andrews	PT
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Mrs P McDonald

Miss K McCole

Mrs S Simpson

Miss L Scott (Probationer)

Health & Wellbeing Faculty

Mr D Milne (PE)	PT
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Mr W Moir (PE)

Miss K McDonald (PE)

Mrs J Lowe (Home Economics)

Miss Y Dye (Home Economics)

Humanities Faculty

Ms D Erskine (RMPS) PT

Miss L Ingram (Modern Studies)

Mrs C O'Donoghue (History)

Miss C Paterson (Geography)

Mr D White (RMPS/Psychology)

Mrs A Dickson (Modern Studies)

Mathematics & IT Faculty

Mr C Wilson (Maths) PT

Mr K Johnson

Mrs C Ahriz

Mrs S Simpson

Mr G Hill

Mr I Ahmad (Computing)

Mrs C Henderson

Modern Languages Faculty

Miss K Luke PT

Miss L Goebel

Science Faculty

Mr K Beagrie (Biology) PT

Miss S MacKay (Biology)

Mr J Martin (Physics)

Miss N Stephen (Chemistry)

Mr S Dixon (Probationer) (Chemistry)

Support for Learning Faculty

Mrs K Makepeace (Acting) PT

Dr A Bil

Miss J Arthur

Mrs M Forbes

Ms C McLeod

Ms A Venze (EAL)

Mr D Morrison

Mr A Osardu

Support Staff

SCHOOL SUPPORT MANAGER

Mrs C Simpson

ADMIN/SCHOOL SUPPORT STAFF

Mrs A Jaques	School Administrator
Mrs L Garden	School Support Assistant
Mrs L Masson	School Support Assistant
Miss A Nicolson	School Support Assistant
Mrs J Walker	School Support Assistant
Mrs D Lighterwood	School Support Assistant

FAMILY/HOME SCHOOL LIAISON

Miss T Walker	Family Liaison Officer
Mrs A Milne	Home School Liaison Officer

LIBRARY RESOURCE CENTRE CO-ORDINATOR

Ms J Dawson

TECHNICIANS

Mr A Johnstone	Supervisory Technician
Miss W Lyon	Technician
Mrs M Biskup	Technician
Mrs M McElhatton	Technician
Mr D Cruickshank	Technician
Mrs S Heath	Technician

PUPIL SUPPORT ASSISTANTS

Mrs S Craig
Mrs N Esson
Ms F Hutchison
Mrs G Officer
Ms D Rae
Mrs D Simpson
Mrs J Trease
Mrs D Benton
Mrs K Daghish
Miss E MacIver
Miss L Carman
Mrs F Spink

JANITORS

Mr A Brodie	Group Facilities Supervisor
Mrs D Strachan	Group Janitor
Mr A Baxter	Group Janitor/Groundsman
Mr J Milne	Group Janitor

CANTEEN

Mrs L Lawson	Meals Supervisor
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Visiting Music Instructors

Mr I Lovegrove	Pianoforte	Mr D Dowell	Brass
Ms E Renwick	Vocal	Ms L Bolton	Woodwind
Mr S Nicol	Percussion		

The Curriculum

We have developed a curriculum appropriate to the age, ability and aptitude of each of our pupils. It is important to note that, at Torry Academy, this is interpreted as taking into account not only subject courses, but the whole experience of a pupil as he or she progresses through the school.

The term "Curriculum" is taken to apply not only to the formally planned programme of courses shown on a pupil's timetable, but also to include other school based activities, such as clubs, pupil/teacher relationships and all other ways in which the school affects the life of the pupil.

The Curriculum will support all children and young people to develop as:

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



The Broad General Education (BGE) S1-S3

In the first and second years all pupils are taught in classes of 20 or less for all subjects. Pupils are placed in classes according to their attainment in primary school. This allows additional support to be targeted to those pupils most in need.

The eight curriculum areas covered in S1 and S2 are:

Creative Arts	Drama, Music
Design	Art & Design, Design & Technology
Health & Wellbeing	Home Economics, Physical Education, Personal & Social Education
English	English
Mathematics & IT	Computing, Mathematics
Modern Languages	German
Science	General Science
Social Subjects	Geography, History, Modern Studies, Religious & Moral Education

A greater element of subject choice will be given to pupils entering S3.

Whereas English, Mathematics, Physical Education, Personal & Social Education and Religious & Moral Education remain compulsory, pupils will be given the opportunity to specialise in subjects where they excel. To ensure that pupils choose the subjects most suited to their needs, pupils are interviewed individually and receive advice from the Guidance staff and Careers Advisor.



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The Senior Phase (S4 – S6)

Pupils are required to make six course choices in each of S4 and five choices in S5 and S6

In S4, English, Mathematics are compulsory subjects

In S4, S5 and S6, Personal & Social Education, Physical Education and Religious & Moral Education are compulsory elements of the curriculum

Pupils will be presented at the appropriate level for a range of National Courses and/or National Units



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National Courses consist of a number of units, usually 3, which require a total of 160 hours study. This is made up of 40 hours study per unit plus 40 hours for revision and assessment. National Courses are available at the following levels

Level	Exam?
National 3	No Pass or Fail
National 4	No Pass or Fail
National 5	Yes Graded A - D
Higher	Yes A - C
Advanced Higher	Yes A - C

For a pupil to start a Higher course they would normally be expected to have achieved a pass at National 5 Grade A or B in that same subject.

Some subjects are run in partnership with Kincorth Academy and Harlaw Academy
Transport is provided for pupils travelling between schools

Transfer to Higher or Further education, e.g. at Aberdeen University, Robert Gordon's University, Aberdeen College etc, is possible for any pupil who has successfully completed the subjects necessary for entry.

Information is available from Careers Advisor, Guidance staff, or the Depute Head Teacher.

More Information

Further information about National Courses will be included in the course choice booklets issued to the pupils prior to them choosing courses for S4, S5 & S6.

You can also find out more information by speaking to school staff at Parents Evenings or by contacting the school directly.

Homework

Homework has a valuable part to play in the overall learning experience and is an integral part of all courses.

Homework may take many forms:

The frequency and amount of homework will vary according to the subject and stage reached but will increase steadily as pupils progress through school

Parents are expected to support the school and their own children by ensuring that such work is undertaken.

Pupils are provided with a diary to note homework requirements which parents should inspect regularly.

A Homework Club operates one morning a week before the start of the school day. This allows pupils the opportunity to get help from staff and offers a good environment in which to do homework. The homework club operates from Room 14 and offers a healthy breakfast for pupils attending. Departments also run support sessions at lunchtime and afterschool to assist pupils who are requiring additional subject support or in the completion of their homework.

Purposes of Homework:

Torry Academy recognises several purposes of homework:

- To support class work
- To develop independent study and organisational skills
- To encourage and develop good study habits
- To promote responsibility and encourage independent thinking
- To extend or revise course work
- To reinforce learning skills
- To prepare for assessments
- To involve parents in their son/daughter's education

Types of homework may include:

- Written tasks
- Investigations/projects
- Preparation for classes e.g. talk, reading
- Preparation for future classwork
- Revision and preparation for assessments
- Enhancement and consolidation of work completed in class
- Completion of work missed due to absence

Homework Diary

All pupils are issued with a homework diary at the start of the new session. Pupils should have their homework diary with them at all times.

- All homework should be noted in the diary
- Parents are asked to check the diary every night
- Staff will use the diary to communicate with parents
- Parents should use the diary to communicate with staff

Assessment

Over recent years, the significant trend in education has been towards Formative Assessment, and a greater emphasis on the monitoring and tracking of the progress of individual pupils.

Formative Assessment is designed to provide feedback to pupils so that they can move forwards in their learning. It will identify the standard of work that they are presently achieving, develop within them an understanding of what is expected in their future work, and suggestions and advice about how to improve.

There are many tasks which a pupil can be asked to do within Formative Assessment. These tasks tend to vary by subject and context. A pupil, either individually or as a part of a group, could be asked to do any of these things:

- Give a talk or presentation
- Participate in musical or dramatic performances
- Explain to others alternative points of view
- Do research about a topic, an event or a person
- Write an article or essay
- Complete a written test or examination
- Organise an event or activity for others
- Demonstrate a skill that they have learned
- Compete in a competition
- Make an item by following instructions

When a Formative Assessment task is completed the pupil will then be given feedback about how to improve. Depending on the subject and context, this feedback can be given in many different ways. Some of these are:

- Spoken comments by a teacher or observer or other pupils
- Pupil self evaluation with teacher support
- Peer to peer pupil dialogue
- Written comments on classwork or homework
- Marking of tests or examinations
- Comparisons with previous performances
- Teacher comments at Parents Evenings
- Comments written on Tracking Reports

All pupil learning is carefully monitored and progress is recorded. Any pupil who is experiencing difficulties is identified so that further support can be taken.

Assessment in National Courses will be related to criteria determined by the SQA and this criteria will be integrated into the teaching and learning programmes of individual subjects.

All National Courses conform to SQA guidelines and procedures and may include internal and external assessments. To achieve an overall pass in a National Course, pupils must pass both internal assessments, as well as the final course examination.

Torry Academy also organises Estimate Examinations for S4 – S6 who are following National courses. The majority of the Estimate Examinations are held in January/February of the year presentation.

Reporting Pupil Progress to Parents

There are four main methods of communicating pupil progress to parents:

- Written comments on classwork or homework
- Tracking reports
- Parents' Evenings
- Phone calls and letters

Written comments on classwork or homework

These comments are to support the Formative Assessment techniques being used throughout the school.

Tracking Reports

A Tracking Report is a brief report which focuses on whether a pupil is making sufficient progress in each of their subjects.

The report indicates if a pupil is on target, or not, to progress to the next stage in their learning. For senior pupils the targets will be related to examination grades. The Tracking Reports also indicate the 'Next Steps' in learning for the pupil in each of their subjects.

Depending on the contents of the Tracking Report, parents might be invited to meet with Guidance staff or Year Heads to discuss appropriate strategies to improve pupil performance.

S1 – S3 pupils will be issued with 2 tracking reports each year.

S4 – S6 pupils will be issued with 3 tracking reports each year

Parents' Evenings

Parents' Evenings provide the opportunity for consultation with individual members of teaching staff. Appointments are made through a booking schedule issued to pupils one week in advance of the parents' evening.

There are four Parents' Consultation Evenings throughout the course of the academic year.

Each year group has priority for one of these evenings (S4/5/6 together)

If a parent cannot attend the designated parent's evening they should contact the Principal Teacher of Guidance to arrange a suitable alternative time.

Phone calls and Letters

The school monitors the progress and performance of all pupils.

Whenever a pupil is identified as having difficulties or problems we aim to contact their parents or guardians as soon as possible. This is so that they can become actively involved in helping to ease the difficulties or problems. This contact is usually made by Guidance staff or Yearheads, and will usually be by a phone call or a letter.

Arrangements for Consultation - S2 into S3

During Second Year, pupils select 6 subjects in addition to English, Mathematics, PSE & RME to study in Third Year. It is essential that each pupil chooses a course which will be appropriate in terms of abilities, aptitudes, likelihood of success and fulfilment of potential. We want each pupil to enjoy the course and, at its conclusion, feel it has been worthwhile and relevant.

In an effort to ensure that the correct decisions are taken with regard to subject choice, Guidance Staff organise a programme of curricular and vocational guidance from November to February, which runs in tandem with the following process of consultation:

Stage 1: January

Pupils are prepared for course choice in Personal & Social Education and introduced to subjects on offer in S3.

Stage 2: February

The Careers Adviser speaks to pupils in classes and in interest groups.

The School issues parents a booklet describing courses offered by departments. This booklet also gives some general advice on choosing subjects and brief information and advice on choice of subjects is offered. Subject choice sheets are issued.

Stage 3: February/March

When subject choice sheets are returned, each pupil is again interviewed and the choice of subjects is either endorsed or alterations suggested which guidance staff feel would be more appropriate. Parents will be contacted. Parents evening will be held.

Stage 5: April/May

A further review of pupil's progress is made and parents may be consulted again before a final choice is agreed.

Timetables change in June. It is important for parents and pupils to realise changes of course after this date may be difficult to organise.

Arrangements for Consultation S3 - S6

In March/April pupils are asked to indicate the subjects they wish to study. Interviews are held and choices discussed on the basis of ability to study subjects chosen to greater depth and on the suitability of those subjects, in terms of necessary entry qualifications for intended career and/or entry to University or College.

Parents are invited to make an appointment to meet at parents' evening to discuss subject choice.

In an effort to ensure that the correct decisions are taken with regard to course choice the Guidance Teachers conduct a programme of Careers Education in S3.

There is also curricular and vocational guidance on FE and HE progression including contributions by the Careers Officer (Miss S Brodie) and outside speakers including representatives of one or both local universities.

Stage 1: February/March

Information is given to parents and young people in S3, S4 and S5 by means of a comprehensive course choice booklet which gives details of courses, careers, contacts and finance relevant to young people who are aged 16 and over. This information is added to by parents' meetings.

Stage 2: late March

A course choice sheet is issued to each young person and after consultation with all those involved, (young people, staff, parents etc.) a preliminary choice is made.

Stage 3

Pupils are interviewed by Guidance Staff

Stage 4: May/June

The SQA examinations are held and once the young people return to school in June, they immediately begin their new S4, S5 or S6 course.

Stage 5: August

Results of external examinations are not published until early August. There will be amendments to provisional course choices following the publication of the results. In the first week of term opportunity is given for young people to discuss their results and to amend and finalise their courses.

Guidance Structure

Young people have to face the increasing complexity of modern life and, despite their sometimes apparent self-assurance, they often experience a general insecurity and uncertainty. Often they need help and support in the conduct of their daily life. This is really a problem for society as a whole, but it is right and inevitable that schools go some way to providing such help and support.

Provision has been made for the appointment of three Guidance Teachers with responsibility for the personal, curricular and vocational guidance of pupils in their care.

The general aims of Guidance are:

- (a) **Curricular guidance** which, from the end of the common course offered in the first two years, helps each pupil to choose for third and fourth years, and later for fifth and, possibly sixth year, the most suitable subjects at the right level.
- (b) **Personal guidance** which aims to integrate the pupil happily into the school community, and to foster awareness of and interest in the problems of the wider community outside school.
- (c) **Careers guidance**, which assists each pupil in making a reasoned choice for the future, taking into account level of ability and attainment, and individual personal characteristics.

Pupils are assigned to a particular Guidance Teacher when they enrol at the school, and stay with that Guidance Teacher until they leave school.

GUIDANCE STAFF

Mrs H Beagrie	Balmoral	Years 1 to 6
Miss N Wallace	Crathes	Years 1 to 6
Mrs A Cowie	Dunnottar	Years 1 to 6



Mrs Beagrie



Miss Wallace



Mrs Cowie

Area Guidance Team

The Guidance staff have established links with outside agencies on whom they can call for specialist help and advice. Such agencies include the careers service, the social work department, the Family Liaison Officer, the school medical service and the educational psychologist.

Family Liaison Officer

The Family Liaison Officer (FLO), Ms Walker, provides a link between school and home. She may visit to enquire about unexplained absence, about the health or welfare of a pupil or on other grounds. Parents are encouraged to look on such involvement as a positive contact between school and home.

Personal and Social Development Education

All pupils from S1 to S6 participate in a structured PSE programme.

In S1 and S2 the "Skills for Life" programme is used. This course is designed to help pupils develop self-esteem and good personal relationships through communication skills, with one of its aims being the ability to resist harmful influences which may be met throughout later life. In addition such topics as safety at home and on the road, physical development and reproduction, awareness of the harmful influence of drugs, alcohol and smoking are covered. Subject choice for S3 is an important topic towards the end of S2.

The school nurse also contributes to the programme on health; and a link has been established with the Nurse Practitioner at the Neighbourhood Centre.

In S3 the two main topics are health and career interest. The Health course covers positive attitudes to health, diet and hygiene as well as education on topics such as drugs, HIV and AIDS infection, using nationally produced materials. The second half of the session concentrates on a job-seeking skills course on the KUDOS programme, which is a computer aided course designed to generate job ideas and information. Each pupil receives a print-out of jobs, matching ability and interest profiles. This leads into a mock interview and work experience programme in S4, delivered in conjunction with the English Department and Work Experience Team. There are Progress File interviews at the time of leaving school.

In S5/6 topics include UCAS applications, study skills, money management and preparation for independent living as a student or trainee. In the later part of the session pupils are encouraged to select topics from a range according to the groups' interests. This course has been revised to include new topics.

Throughout, the P.S.E. programme is enhanced with outside speakers and drama groups. The Fire Brigade, the Armed Forces, Community Police Officers and various community education groups visit regularly. S6 pupils take part in the Driving Ambition scheme.

Support for Learning Faculty



Mrs K Makepeace
Principal Teacher SFL (Acting)

The Support for Learning Faculty comprises of teachers and Pupil Support Assistants who work alongside subject teachers in order to enable all young people to reach their full potential.

Under Scottish legislation, a young person may experience additional support needs, long or short term, at any time during their school career. This could be as a result of a medical condition, a period of absence due to bereavement or a specific learning difficulty. Irrespective of the additional need, the Support for Learning Faculty aims to provide young people with an individualised package, which is designed to maximise their opportunity to attain and achieve at Torry Academy.

In line with National and local expectations, support is delivered at three levels:

- **Universal:** Support is provided to all pupils in class and additional resources are available where / when required. This may involve a young person using a coloured overlay to help them read, or using a laptop to type extended writing and develop spelling skills.
- **Targeted:** Support is provided in a small group or 1-to-1, normally out with the class setting. The support will focus on a specific area (i.e. literacy, numeracy, organisational skills, social/emotional needs etc.) and a plan will be drafted. The young person will set targets as part of this plan, which enables progress and the impact of the support to be monitored and reviewed regularly.
- **Specialist:** In some cases it may be deemed necessary for support to be provided by agencies from out with education. In such circumstances, a meeting will convene in order to draft an action plan.

The Faculty liaises regularly with young people, subject teachers, parents and outside agencies to coordinate the most appropriate level of support.

The Faculty aims to work with all young people throughout the course of S1 / S2 and offers a variety of additional learning opportunities, designed to provide extra breadth and challenge to the learners' experiences:

- Aiming High Groups
- Learning Skills Groups
- Social & Life Skills Groups

English as an Additional Language groups run to support the development and acquisition of English for our bi-level learners. The Faculty currently offers:

- S1 Beginners and Improvement Group

- S2 Beginners and Improvement Group
- S3 English for Speakers of Other Languages
- English for Speakers of Other Languages SQA certificated courses at National 3, 4 & 5 level

A mentoring programme has been developed to support and meet the needs of senior learners who are studying for national exams. Mentoring is designed to help S4, 5 and 6 pupils develop the skills and confidence they require in order to fulfil their potential at school and beyond.

Parents should contact the Faculty Head directly to discuss any queries or concerns.

Inclusion

The Authority is committed to Inclusion and the Presumption of Mainstreaming, as set out in the Standards in Scotland's Schools Act 2000.

It is the aspiration of Education and Children's Services to ensure that almost all children can be supported in their learning within their local school. This will be a gradual change which will ensure, where possible, that children will no longer have to travel away from friends and family to access the support they need.

All primary and secondary schools can already provide interventions for children and young people with additional support needs. Schools can access expertise from a range of specialist services including Educational Psychology, Sensory Support, English as an Additional Language and Autism Outreach. A very small number of children may require access to a more specialised provision for a period of time or access to a Special School Placement. As a parent or carer you will be fully involved in decisions about your child, your views are invaluable in helping us design appropriate supports.

Schools operate a staged approach to supporting learners. The Staged Intervention Framework is used to help identify potential barriers to learning and participation, and plan effectively. If your child is recognised as being in need of targeted support, an Individual Education Plan or Child's Plan will be put in place. Parents, pupils and agencies supporting your child will help develop and review the plan to make sure that it is supporting your child.

Levels of support within the staged intervention framework are categorised as follows:

Universal support is the support delivered by class teacher through effective differentiation. When appropriate the class teacher will be guided by other professionals in school with particular expertise.

Targeted support is the support delivered by the class teacher and other school staff. When appropriate, support will be provided by support services across Education and Children's Services and will be planned for through the development of a Child's Plan.

Specialist/Multi-Agency is the support delivered by the school and others, which is likely to be highly individualised. Support will be planned and coordinated through the development of a Child's Plan that may be multi-agency in nature.

Support given may be short term or longer term, but will be reviewed on a regular basis to make sure your child is making good progress.

Getting it Right for Every Child

Getting it Right for Every child is the Scottish Government's policy that aims to make sure that all children and young people are supported to reach their full potential by maximising their wellbeing.

The policy is based on a number of core principles and values. In Aberdeen it is being delivered through a shared approach where all the community partners work together to support children and or their family as soon as a need is identified.

In order to make sure children receive the appropriate help, every child now has the "Named Person" based in either health or education. The "Named Person" will be the first point of contact when a child, young person or their family or carers wish to access support or advice. If the child requires support of more than two services the "Lead Professional" will be appointed to coordinate the support.

Further information on Getting it Right in Aberdeen can be found on the website:

www.aberdeengettingitright.org.uk/GIRFEC.html

Careers Scotland

The School Careers Adviser, Sam Soyombo, works for Skills Development Scotland. In Torry Academy he works with pupils giving careers advice, on request, in groups or through individual interviews.

More information about services offered by SDS to young people and adults can be found at www.myworldofwork.co.uk or by contacting the local careers centre in Union Street on 01224-285200.

Torry Academy has recently improved and expanded its Career Library.

Child Protection

Given ongoing public concern on the subject of child abuse, and changes in the law, schools are now required to report if we think that any child has come to harm as a consequence of possible abuse.

Each school now has a Designated Officer appointed to be responsible for Child Protection matters and specially trained for this task.

Should you wish to talk further about Child Protection and the safety of children please feel free to contact Mr I Cranna Depute Head Teacher.

Where there is a possibility that a child could be at risk of abuse or neglect, the school is required to refer the child to the Child Protection Unit and under these circumstances, the parent would not normally be consulted first.

Religious Observance

Regular assemblies normally of a secular nature take place conducted mainly by Guidance Staff and the Senior Staff. A religious observance assembly takes place at Christmas and Easter. On occasion the local chaplains have an input to these assemblies. Moral and topical issues are regularly discussed.

Recently, pupils have been playing a leading role in assemblies and there are sometimes collections for the good causes featured in assembly.

Library/Resources Centre

The Library Resource Centre is located on the ground floor of the extension and is a very spacious facility in the school.

The library has an extensive collection of current fiction books for pupils of all abilities to enjoy – from modern day adventure stories (like Young James Bond), TV tie ins (like Dr Who) to books made into films (the Hunger Games), and books to make you laugh out loud (like the Tom Gates series). There will be a fiction book for every pupil to enjoy! Pupils are actively encouraged to recommend any book to the library and the librarian is always on hand to help pupils try new authors or titles to expand their reading.

There is a wide selection of non-fiction titles to support the curriculum within school. There is also a range non-fiction books to read for pleasure such as books on sport, sporting stars, cars, music and film. The librarian is always available to help pupils find information at any given time.

All S1 pupils receive Library Information Skills for one period a week in conjunction with the English faculty. This unit equips pupils with the skills to find fiction and non-fiction (fact) books in the library; how to use the library catalogue; how to use contents pages, indexes and glossaries; how to use encyclopaedias; be able to identify keywords and use them to help carry out research; be able find information on the internet by using effective searching techniques and search strategies; be able to evaluate websites - decide if a website is of use; and know what plagiarism is and why it is important. This is applied practically in the completion of a 'Torrpaedia' page which sees each pupil writing their own page of facts based on information they have found, using their search techniques, on their favourite author, book or film. The aim is to ensure that pupils will become more independent and confident library users and information searchers equipped to tackle research work across all faculties of the school.

Pupils get the opportunity to participate in shadowing book awards such as the Grampian Children's Book Award and Scottish Book Trust book awards, visit Edinburgh International Book Festival to hear authors talk about their reading and writing, and there are several other activities that the librarian may organise throughout the year.



Absence

Parents should telephone the school office if their child is to be absent from school. On return to school, pupils must bring a note signed by their parent to their Tutor Teacher stating why they were absent (even when the Family Liaison Officer has called at the home or when a telephone message has been received). For any long term absence due to illness or accident, homework can be arranged by contacting the appropriate Guidance Teacher.

The government now requires schools to publish their absence figures and parents are asked to co-operate with the procedures described above to try to ensure an accurate record of absences is maintained.

Parents are asked to try to avoid taking pupils out of school on family holidays, although we realise this is sometimes unavoidable. Where parents require to take pupils out of school for family holidays, a note informing the school must be submitted beforehand and it is the responsibility of the pupil to catch up with work missed.

All such absences are marked as unauthorised.

Attendance

Parents are reminded that the law requires them to ensure that their children attend school regularly and clearly it is in the children's interest to do so. Failure to attend regularly causes a pupil to fall behind in work and to be less successful at school.

Parents who do not comply with the law may be issued with an attendance order and the case can be referred for prosecution to the Sheriff Court.

Lates

Pupils must be punctual and should arrive for Period 1 by 8.30am but should not arrive before 8.00am. Pupils arriving after 8.30am, after interval or in the afternoon should report to the school office and will be recorded late there.

Parents will be contacted by letter if pupil lateness becomes a concern.

Pupils who are late in the morning or after interval must attend a 15 minute detention at 12.30pm. Pupils who are late in the afternoon must attend a 15 minute detention at 3.15pm. Pupils who fail to attend detentions will be issued with a 30 minute detention the following day at 3.15pm.

Appointments Outwith School

Parents are asked, where possible, to arrange appointments such as doctor or dentist outwith normal school hours.

Where this is not possible pupils may be excused for appointments provided an appointment card or letter is seen beforehand by the Year Teacher.

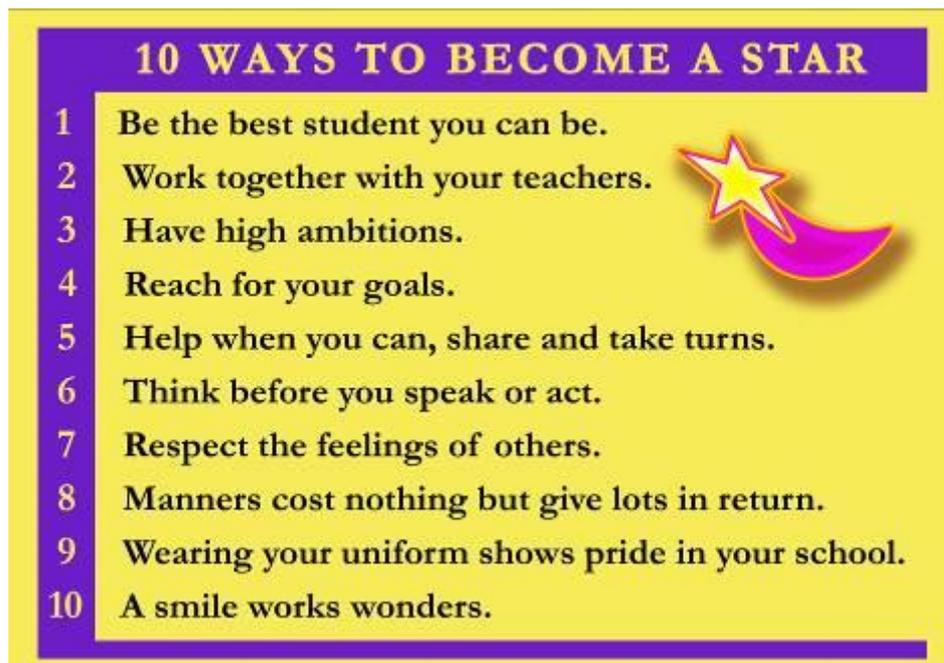
Pupils must report to the office before leaving for such appointments and also on their return.

Positive Behaviour

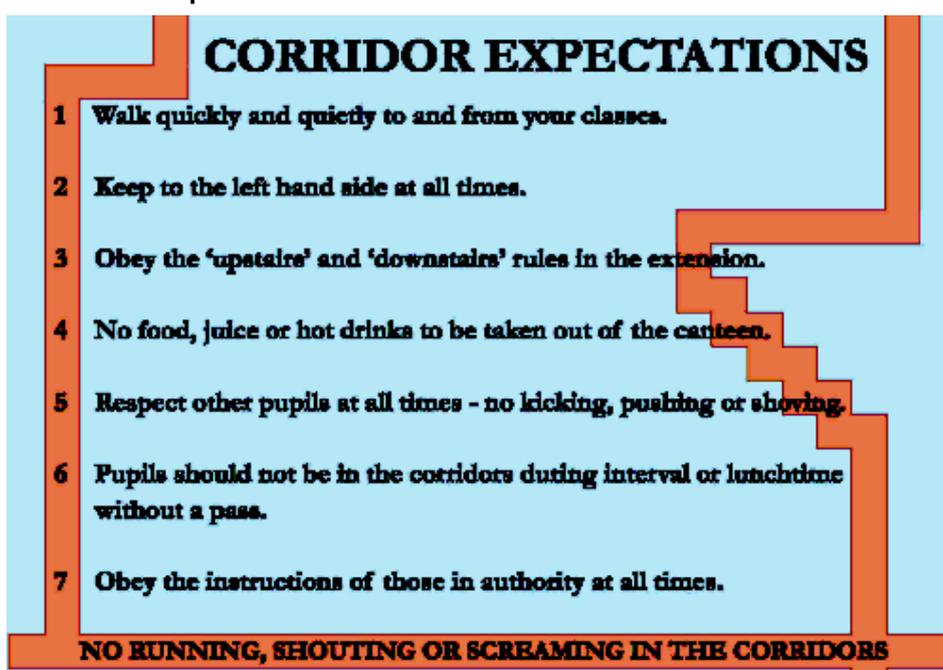
The expectations from pupils are drawn up to ensure the safety and well being of all members of the school community and to protect each pupil's right to learn.

The agreed code of behaviour, which is displayed in each classroom and on corridor walls, is given below:

a) **Classroom Expectations**



b) **Corridor Expectations**



c) General Expectations

Pupils are responsible for the safekeeping of books and equipment in their charge. Any school property which is lost or damaged must be paid for.

Each pupil is issued with a Student Planner, including timetable, which should be carried each day. All homework should be entered as required.

Pupils must not leave school without permission.

No pupil is allowed out of class without written permission from the class teacher. This includes visits to the Nurse.

Pupils should see their Guidance Teacher at interval or after school at 3.15pm unless sent for.

Pupils are not permitted into the school outwith school hours except for authorised activities and those attending lunchtime activities must have a signed pass.

Supervision is provided in the Dining Hall in bad weather over the lunchtime period.

At the end of the morning and afternoon session, pupils should leave by the nearest exit which includes all doors except the staff entrance.

Cycling, snowballing, football and other ball games are not permitted in the school playground.

Pupils must not drop litter in the playground or in the school. The car park is out of bounds to pupils unless accompanied by a teacher.

It is forbidden to bring radios, personal CD players, penknives, laser pens, felt pens and bottles to school.

Smoking or the possession of smoking materials is strictly banned.

The lift may be operated by staff only.

Our aim is to establish an atmosphere within the school which allows all pupils to benefit from their right to education.

A high standard of behaviour is expected and we would wish to develop reasonable and responsible social attitudes and relationships amongst pupils at Torry Academy.

We also aim to cultivate in our pupils consideration for others, the practice of good manners, good attitudes to work, initiative and self-reliance and habits of personal hygiene and cleanliness.

Pupils who fail to comply with the rules of the school and the reasonable instructions of staff may be given verbal warnings, written exercises to do or they may be detained for a time before, during or after normal school hours.

Parents will normally be given notice of detention at least one day prior to the detention taking place. Early morning detentions will not take place more than half an hour prior to the commencement of school and after school detentions will last no more than one hour.

When pupils are given punishments, parents are asked to sign an acknowledgement slip which should then be returned to school.

In the event of repeated indiscipline or on occasions of a serious breach of discipline pupils may be excluded from the school either on a short term basis for a few days or, if backed by the Education Officer for the Torry area the pupils may be removed from the school register and offered appropriate alternative educational provision. In these cases parents will always be informed by letter and given an opportunity to see the Head Teacher to discuss the situation.

Where a pupil is showing regular signs of difficulty with discipline or behaviour, he or she may be withdrawn from class to work in isolation with a DHT. This would be done in consultation with parents.

It is in the best interests of all pupils and each individual if the school staff and parents work together in partnership to promote high standards of behaviour in Torry Academy.

Mobile Phones

A number of pupils regularly carry mobile phones in school.
Coloured zones operate throughout the school

- Red Zone Phones not permitted
- Amber Zone Phones allowed at the discretion of the class teacher
- Green Zone Phones permitted

Whilst the school recognises that the pupils will use their mobile phones to contact parents, personal use in class is strictly forbidden.

Mobile phones should not be used to take photographs in school at any time.

Pupils caught using their phones in class will have them confiscated and passed on to their year head. Phones can be collected at the end of the school day.

Discipline

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It is in the best interests of all pupils and each individual if the school staff and parents work together in partnership to promote high standards of behaviour in Torry Academy.

Drug Related Incidents

The school will follow the City policy in relation to Drug Related Incidents - a full copy of this policy is available for inspection at the school.

How the policy affects pupils:

If a pupil is found to be in possession of, or suspected of being in possession of an illegal substance while at school, then the matter will be dealt with according to the City Guidelines.

The parents will be contacted immediately and told that the police are just about to be informed. Every attempt will be made to contact the parents but, if this proves impossible, the police will still be contacted.

The police will be requested to wait for the parents to come to the school before interviewing the pupil(s) concerned.

However, if a pupil aged 16 or over insists that their parents must not be contacted, this request will be respected.

Pupils will not automatically be excluded from school if involved in a drugs related incident, but could be excluded once all the facts are known. Each case will be treated on its merits, any exclusion will conform to the City Policy on exclusions.

The school has a well developed programme of Personal and Social Education where the harmful influence of drugs, alcohol and smoking are covered. This programme is constantly reviewed and updated to ensure pupils are fully aware of the evils of drugs.

We also have available in school, a list of local support agencies as well as Counselling and Prevention Services, which can offer support to those pupils and families that require help.

School Uniform

Pupils are expected at all times to be clean, neat and tidy in appearance. Scarves, badges and crests other than that of the school are not acceptable. Clothing which could be considered to be a Health and Safety risk will not be allowed and neither will clothing with offensive slogans

The agreed school uniform is as follows:-

- Plain white or plain black shirt or standard polo shirt
- Plain black trouser or skirt
- School tie
- Plain black blazer with the Torry Academy badge
- Plain black shoes or plain black or white trainers
- Plain black jumper worn under the blazer
- School bag
- Moderate jewellery e.g. no large hoop earrings
- If cold, an outside coat can be worn over the school uniform but not inside the school building. It can be placed in a bag or locker
- No other clothing or footwear to be worn other than the explicit school uniform

The school has stocks of ties - £3.00 and badges - £4.00, which can be purchased, from the school office.

The following items of clothing are **not** acceptable

- Leggings without skirt
- Jeans – black or blue
- Coloured shoes / trainers
- Patterned tops
- Lacy / sleeveless / see through blouse



Physical Education Kit Requirements

All pupils should have a complete change of kit to participate in class work. This includes top, shorts or sports skirt, training shoes and socks for indoors. For outdoors a track suit or warm clothing can be worn if the weather is cold or wet.

All pupils will be encouraged to take part in physical activity during class time. If, for some reason, there may be occasions when this is difficult, pupils should bring a note from home explaining briefly why. This information is important to staff as they can then give pupils appropriate work for that period.

This may include a small amount of practical work, some refereeing or helping in some other way with the class work.

It is therefore important that pupils should bring their kit even when they do have a note.

If the teacher considers that the pupil should not participate in practical work, some form of written work will be given relating to the subject they are covering.

NB The use of spray deodorant is prohibited in the PE changing rooms.

School Property

All necessary books are provided but pupils must carry them in a suitable bag or satchel. Pupils are responsible for the safekeeping of books in their charge.

Personal Property

Every pupil is expected to provide him/herself with a pen, pencil, ruler and a rubber. A bag should also be taken to carry these and other items provided by the school. All articles of clothing should be clearly marked with the owner's name.

It is inadvisable for pupils to bring valuables such as jewellery, cameras, personal stereos, etc. to school.

The School cannot be held responsible for any loss of such valuables.

If a pupil is wearing jewellery deemed unsafe, either for themselves or for others, it would have to be removed during PE or practical lessons for reasons of health and safety.

The school has purchased lockers for pupil use. Pupils who are allocated a locker will be issued with ONE key. A deposit will be required which will be forfeited if the key is lost which will be returned when the pupil has completed their schooling. Pupils can store personal belongings in their locker.

Lost Property

Details of lost property are circulated in the pupils' weekly bulletin and items are retained for one term. If unclaimed after that time, they are disposed of.

Awards

There are two awards each year: the Betty Shepherd prizes for the senior boy and girl with the best overall academy achievement, and the Rotary Club prize for the senior pupil showing the greatest all-round endeavour and contribution to school and community.

Awards are also given for inter class/year sports and games events throughout the year.

We also award a Harmony Award for the group or team who work together most productively, subject prizes in the senior school and awards for Endeavour, Merit and Good Attendance.

Bursaries/Educational Maintenance Allowance

Certain bursaries are offered by Aberdeen Endowments Trust. These are awarded on the basis of promise and home circumstances. Pupils staying beyond the statutory leaving age may apply for Local Authority Grants. These Grants are available with certain family income limits for all pupils pursuing a recognised course.

From August 2004 an Education Maintenance Allowance has been paid to all 16 year olds who remain at school and whose combined family income is less than £24,421 per annum if there is one dependant child in the family or less than £26,884 if there are two or more dependant children in the family (these figures are correct as of April 2015). Payment of the allowance is conditional on attendance. Payments are made fortnightly into pupils bank account. Application forms are available from school and pupils will be given detailed information from Guidance staff at the appropriate time.

Data Protection Act 1988

Information relative to pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1988 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

Extra Curricular Activities and Clubs

In school there is a wide range of sporting and club activities open to pupils. They may include activities like:

Badminton	Jasmine Charity Challenge
Basketball	Interhouse Activities
Choir	Karaoke Competition
Computing	Percussion Group
Dance	Rock Challenge
Drama	School Musical Productions
Football	Outdoor (Boys & Girls)
	Indoor (Boys & Girls)
Global Group	

Health Care

Routine health checks are carried out by the School Nurse, with vision and colour vision screening being carried out in S2.

In S2 female pupils will be offered the HPV immunisation and in S3 all pupils will be offered the diphtheria/tetanus/polio immunisation.

Pupils with unusual medical histories are requested to notify the Guidance Teacher.

If medication is required during the school day for these conditions a small quantity can be left with a note of the prescribed time and dosage.

Female pupils should also carry an “emergency pack” containing sanitary products and extra underwear.

It is VERY important that the school has up to date contact details for parents including an emergency contact number. This allows the school to contact parents if a pupil falls ill during a school day, or has an accident at school.

Our policy is to inform parents before a pupil is sent home during school hours. However, in an emergency e.g. severe storm conditions, the school may be dismissed early and parents are asked to make provisional arrangements for such a possibility.

Leaving Dates

At present there are two school leaving dates each year. Pupils whose 16th birthday falls between 1st March and 30th September may leave school at the end of May that year. Pupils whose 16th birthday falls between 1st October and the end of February may leave at Christmas.

Music Tuition

Subject to satisfactory tests of potential ability special tuition can be provided for most orchestral instruments and for singing. Charges for Music Tuition are on a weekly basis of £8.00 for group lessons and £10.00 for individual lessons. Each lesson will last 30 minutes.



No charge is made for instrumental instruction if the family is on income support, or receives a clothing grant.

Pupil Council

There are Junior and Senior Pupil Councils on which all years are represented. The Councils may discuss any matters dealing with the school, other than personalities.

The Pupil Council is also invited to nominate two pupil representatives to serve on the School G.P. Committee, the Health Promotion Committee and to serve on the Parent Voice.

School Meals

The dining hall operates a self-service system where pupils have the choice of a traditional meal or a selection of snacks both hot and cold.

A cashless system operates in the dining hall where all pupils must use a swipe card - ACCORD CARD.

Each pupil has their own card and money can be loaded onto the card using one of two money loading machines within the Academy.

On purchasing their meal or snack pupils must present their cards which will be swiped and the cost of goods deducted.

Those pupils on free school meals also use the ACCORD CARD, the cost of the meals being loaded onto the card by the school.

Free meals are available to parents who receive Income Support, Income-based Jobseekers allowance, Child Tax Credit where no award of Working tax credit has been made and annual income is less than £16,105 or both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of Working Tax Credit set by the UK Government currently at £6,420 (this may change April 2017). The Income Support book must be produced or the application form signed and stamped by the Department of Health and Social Security.

Application forms for free school meals are available at the school office, these must be accompanied by evidence of entitlement.

Pupils on free meals may purchase the food they want up to the value of a normal school meal (£2.35). No change is given but should the cost of the meal exceed £2.35, the child will have to pay the excess, again using their ACCORD CARD. A two course meal will be available with a good choice of Main and Sweet courses.

Packed lunches can also be consumed in the Dining Hall. The dining hall is open from 8.00 to 8.25 am for breakfasts and is also open during the morning interval.

The school and the authority are committed to healthy eating and as part of the campaign to encourage young people to eat healthy balanced diets.

School Pupils' Insurance

No insurance cover is held by the City Council 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 City Council holds 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 is no negligence, no claim would be accepted by the Council.

This information is brought to your attention in order that you may take whatever action you feel appropriate.

Transport

Transport to school is provided for secondary pupils who live more than three miles from their area school.

Where a child is enrolled in a school which is not the area school, the parent is totally responsible for making transport arrangements and for meeting all the costs involved, except in very limited cases when the Secondary Education officer has discretion to grant travel costs.

Application forms are available in the school office.

Work Permits

Pupils (over 13 years) wishing to work outside school hours must obtain a Work Permit. Application forms may be obtained from Guidance Teachers.

Domestic Pets

It is the Authority's policy that no pets owned by any member of staff, parent or guardian will be allowed into any part of the Academy, this includes playgrounds, car parks and playing fields

National Contacts

NAME & ADDRESS	CONTACT DETAILS
Care Inspectorate (Social Care and Social Work Improvement Scotland) Johnstone House Rose Street Aberdeen AB10 1UD	Tel: 0345 600 9527 enquiries@careinspectorate.com www.careinspectorate.com
Childline	Tel: 0800 1111 www.childline.org.uk
Children in Scotland Children in Scotland is the national agency for voluntary, statutory and professional organisations and individuals working together with children and their families in Scotland.	Tel: 0131 313 2322 info@childreninscotland.org.uk www.childreninscotland.org.uk
Enquire The Scottish Advice Service for Additional Support for Learning	Tel: 0345 123 2303 info@enquire.org.uk www.enquire.org.uk
Education Scotland Denholm House Almondvale Business Park Almondvale Way Livingstone EH54 6GA	Tel: 0141 282 5000 enquiries@educationscotland.gov.uk www.educationscotland.gov.uk
Grampian Racial Equality Council (GREC) 41 Union Street Aberdeen AB11 5BN	Tel: 01224 595505 info@grec.co.uk www.grec.co.uk
ParentLine Scotland	Tel: 0800 028 2233 www.parentlinescotland.org.uk
Scottish Government Education Department	www.scotland.gov.uk (Click on Education & Training)
Scottish Parent Teacher Council The national organisation for parents' groups in Scottish schools.	Tel: 0131 4748199 sptc@sptc.info www.sptc.info
The National Parent Forum of Scotland Gives parent councils and parents an opportunity to discuss and raise educational issues or mutual interest or concern at a national level.	http://www.ltscotland.org.uk/parentzone/getinvolved/forumsotland/index.asp
The Parent Zone Find out how you can support your child's education; information for parents and carers.	http://www.ltscotland.org.uk/parentzone/