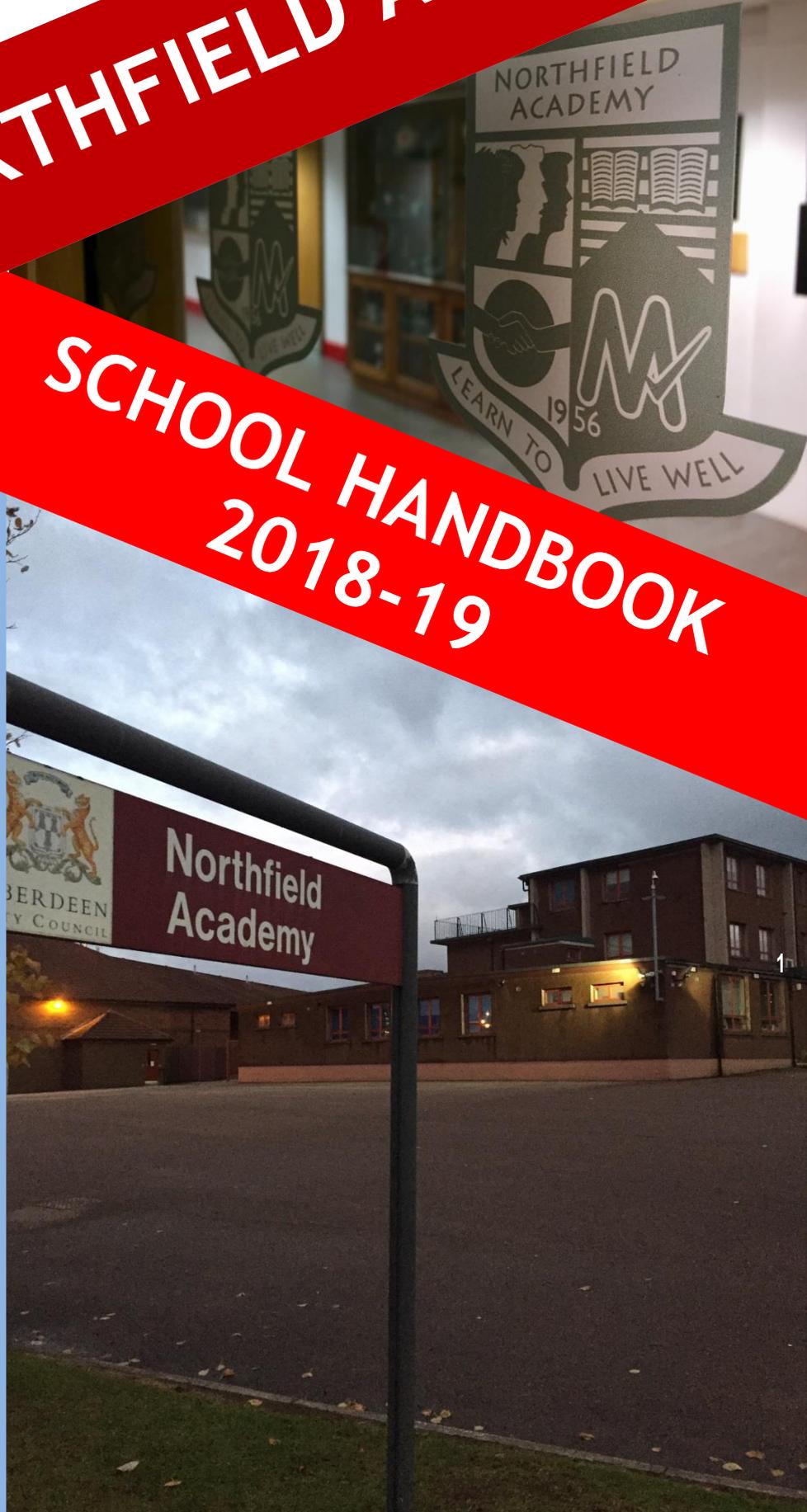




NORTHFIELD ACADEMY

SCHOOL HANDBOOK 2018-19



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NORTHFIELD ACADEMY

Granitehill Place
Aberdeen
AB16 7AU

Tel: 01224 699715

Fax: 01224 685239

Email: northfieldacademy@aberdeencity.gov.uk

Web: www.northfield.aberdeen.sch.uk

Welcome to Northfield Academy

I am delighted to welcome you to the Northfield Academy School Handbook and, whether you are a parent/carer or a pupil, I look forward to welcoming you in person to the school.

The continued improvement and aspirations of any Academy depends upon the partnership and combined commitment of all staff, pupils, parent/carers and support agencies. I encourage you to become fully involved in the life and work of our Academy and to make the most of the opportunities available.

This Handbook is intended to provide you with important reference information on Northfield Academy. It supports an extensive programme for new pupils that helps them settle into their new Academy. I hope you find it informative and interesting. Our school motto is "*Learn to live well*" and we strive to ensure that our community aspires to be outstanding.

I wish each pupil every success during his or her time with us and that they also aspire to be outstanding in all that they do.

Gavin Morrison
Head Teacher
November 2018

SCHOOL VISION, VALUES AND AIMS

SCHOOL MOTTO

Learn to live well

TAG LINE

Aspire to be outstanding

VISION STATEMENT

Northfield Academy aims to be a school committed to continuous improvement and the delivery of the highest quality learning experiences, support and care for young people.

SCHOOL AIMS

At Northfield Academy we aim to:

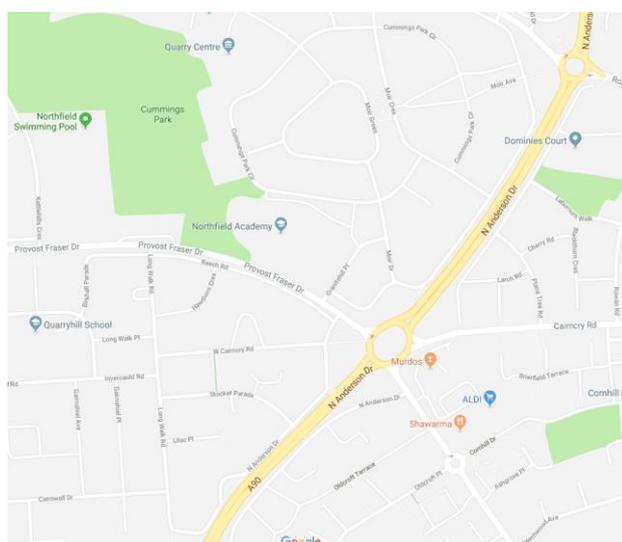
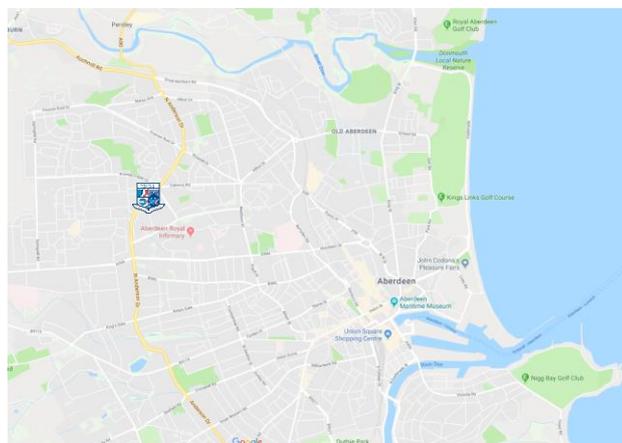
1. Place learning and the learner at the heart of all we do.
2. That high quality learning and teaching is our priority.
3. Have high expectations of attendance, work in school and behaviour.
4. Value, care for, listen to and show respect for each other and ourselves.
5. Work together as a team with a variety of partners, including parents, to deliver experiences and opportunities to meet the needs of all students in our learning community.
6. Want our school to be a safe, encouraging and enjoyable place.
7. Involve ourselves in practical action to show that we value and look out for others outside our school.



LOCATION

Northfield Academy is situated in the north-west of the city. It is easily accessible by public transport and car.

Northfield Academy
Granitehill Place
Aberdeen
AB16 7AU



SCHOOL ROLL

As at October 2018	Girls	Boys	Total
S1	87	61	148
S2	81	76	157
S3	56	55	111
S4	66	54	120
S5	43	39	82
S6	12	13	25
Total School Roll			643

ACCOMODATION

Northfield Academy is situated on a single site within two separate buildings. The school has specialist accommodation for all subject areas. Most teaching accommodation is housed in our main building with some health and wellbeing and creative and expressive subjects housed in a separate building. The accommodation and resources of the school reflect the curriculum choices which a large school is able to offer.

MAIN BUILDING	<ul style="list-style-type: none"> Eight networked computer classrooms English and Mathematics Suites Food technology and textile rooms Design and Technology department Gymnasiums Seven well equipped science laboratories Fitness Suite Suites of specialist teaching rooms Pupil Support Centre Accommodation for 'skills for work' courses e.g. Hairdressing, Construction Library / Resource Centre Art and Design, Fashion & Textiles Department Pastoral Care Suite Toilet facilities Assembly hall and fully-equipped theatre
DETACHED BUILDING	<ul style="list-style-type: none"> Well-equipped music rooms Practice rooms for all musical instruments Large Sports hall for PE Climbing Wall Changing rooms and showers Toilet facilities (disabled access)
EXTERNAL ENVIRONMENT	<ul style="list-style-type: none"> All weather 3G pitch (full size) Extensive playing fields Car parking facilities



SCHOOL UNIFORM

The school is proud of its uniform and all pupils are expected to wear it at all times when attending school or representing it elsewhere.

Wearing school uniform helps:

- To promote a sense of identity within the school
- Reduces competition among pupils to wear expensive fashion dressing
- Create a positive working atmosphere, which supports pupils learning
- Enables easy identification of pupils, which assists in the operation of school security measures

The School uniform is:

BOYS S1 - S4	GIRLS S1 - S4
White polo shirt (<i>plain or with school badge</i>) OR Plain white formal shirt Black sweatshirt with school badge Plain black trousers, NO tracksuit bottoms Pupils can wear shoes, trainers or footwear of any colour Pupils can wear blazers if they choose	White polo shirt (<i>plain or with school badge</i>) OR Plain white blouse Black sweatshirt with school badge OR Black cardigan (plain or with school badge) Black skirt/trousers or thick leggings NO thin leggings without skirt please Pupils can wear shoes, trainers or footwear of any colour
BOYS S5 - S6	GIRLS S5 - S6
White polo shirt (plain or with school badge) OR Plain white formal shirt School Tie Black sweatshirt with school badge Plain black trousers, NO tracksuit bottoms Senior pupils will be expected to wear a black blazer Pupils can wear shoes, trainers or footwear of any colour	White polo shirt (plain or with school badge) OR Plain white blouse School Tie Black sweatshirt with school badge OR Black cardigan (plain or with school badge) Black skirt/trousers or thick leggings NO thin leggings without skirt please Senior pupils will be expected to wear a black blazer Pupils can wear shoes, trainers or footwear of any colour

SCHOOL UNIFORM (CONTINUED)

All items of school uniform (with the exception of school ties) can now be purchased directly from our new local supplier, Abstitch. Please refer to the order form on the school website for full details.

Ties, which are the same for all pupils, can be purchased from the school office at a cost of £5. The tie is not compulsory for S1-S4 pupils but with the introduction of polo shirts, cardigans and blazers, we feel more young people may wish to wear one.

Parents of pupils have been overwhelmingly supportive of the school's dress code and we urge you to help us in ensuring our pupils continue to come to school smartly turned out in school uniform. The cooperation of parents is vital in ensuring that pupils wear uniform and is greatly appreciated.



DRESS CODE IN PHYSICAL EDUCATION

Physical Education (PE): School and Aberdeen City Council policy insists that all jewelry must be removed before participating in PE. Northfield Academy, its staff and Aberdeen City Council are not responsible for valuables that are taken into school and left unattended in changing rooms, lockers and offices. As a consequence, jewelry and other valuable items are best left at home.

PE kit must be worn in all Physical Education classes on the grounds of appearance, safety and general hygiene, as pupils are not allowed to take part in PE wearing normal school uniform. This requires pupils to bring a t-shirt and shorts or track-suit bottoms to change into when they have PE on their timetable, along with sports shoes or trainers.

Pupils who forget kit will be issued with fresh laundered kit for that lesson and will be marked as no kit.

THE SCHOOL DAY

School begins each day at **8.40am** with Tutor time, lasting 15 minutes. Tutor time is an essential part of the school day where we complete our legal obligation to record attendance. In addition to this, pupils are informed of important daily news, attend assemblies and are reminded of forthcoming events. Tutor Time is also an important aspect of support for pupils by facilitating daily contact with one member of staff on an ongoing basis who will alert Guidance staff if they become aware of any concerns about pupil welfare.

Period	Start	Finish	Duration (Minutes)
Tutor Time	8.40	- 8.55	15
Period 1	8.55	- 9.45	50
Period 2	9.45	- 10.35	50
MORNING BREAK	10.35	- 10.50	15
Period 3	10.50	- 11.45	55
Period 4	11.45	- 12.35	50
LUNCH BREAK	12.35	- 13.35	60
Period 5	13.35	- 14.30	55
Period 6	14.30	- 15.25	55

ATTENDANCE

Attendance is recorded electronically at the beginning of every period. Register Tutors are responsible for recording pupil attendance accurately. **Excellent attendance is crucial for pupils' to achieve and attain to their full potential.** Discrepancies in pupil attendance are reviewed by Guidance staff and The Family Liaison Officer. Concerns are followed up with parents. The Home-School Liaison Officer may be asked to make home visits to consider concerns further.

PUNCTUALITY

Punctuality is a life skill which is vital for pupils to learn and understand from a young age. Any pupil who arrives in school late for registration is recorded on the school computer system as being late and parents informed of their lateness by text message.

Pupils who arrive late must report to the Pupil Office to be registered. Pupils who are seen to develop a pattern of habitual lateness will be seen by their Guidance teacher or Depute Head Teacher. The Head Teacher will meet with parents of pupils who are late on a very regular basis.

REPORTING FORESEEN ABSENCE FROM SCHOOL

The law requires pupils under the age of 16 years to attend school regularly and punctually. Parents or carers who fail to ensure the regular attendance of their children are liable to prosecution. Applications, in writing, for permission to be absent from school for reasons other than illness or bereavement should be made in advance, stating the nature and length of the request. The school does not encourage leave of absence because of the negative impact it has on pupil learning and achievement.

REPORTING ILLNESS

If your child is absent from school because of illness, then the school should be notified by contacting the school absence line (**01224 717530**) or texting the school Groupcall number (**07860030791**) and leaving a message to advise your child's name, registration class and reason for absence. Alternatively a letter can be brought by the pupil on the day he/she returns from absence and handed to their Register Teacher. Failure to explain your child's absence to the school may result in the Home-School Liaison Officer being asked to call at the pupil's home for an explanation.

If the absence is likely to extend over more than three days, a letter or telephone call explaining the circumstances would be appreciated. Where no such intimation is received, the school is required to write to parents and open a record of non-attendance.

NOTIFICATION OF APPOINTMENTS

Parents are encouraged to arrange appointments out with school hours or during holiday periods. If however it is absolutely necessary to attend an appointment during the school day, then a note informing the school of the date, time and reason for the appointment should be submitted **before** the day of the appointment so that the absence can be recorded accordingly.

ADMINISTRATION OF MEDICATION

Strict guidelines are in place to support any pupil who has a medical condition which requires medication to be taken during the school day. Where possible it is helpful if medication can be prescribed in dose frequencies that make it possible for it to be taken outwith school hours. Medication should only be brought into school when it is absolutely necessary and handed into either a first aider or the School Support Services Manager.

Parents or carers who wish to discuss any aspect of their child's health should contact the appropriate Guidance Teacher in the first instance. It is essential for all parents to keep the school informed of any medical conditions and we encourage parents to work with us to ensure that pupils' medical needs are met with minimum disruption to their learning. An information sheet to find out which medical forms you will need to complete can be provided by contacting the school.

TRANSPORT TO SCHOOL

It should be understood that bicycles are brought to school at the owner's risk and should be locked securely in the cycle racks provided when left unattended. Bicycles cannot be supervised throughout the school day and parents are advised to make certain that bicycles are insured. In the interest of safety to others, pupils should dismount at the school gates and walk with the bicycles to the cycle rack. Parents should also make every effort to ensure that safe routes to school are followed to avoid potential accidents on the busy roads to and from school. The school encourages all pupils using bicycles to wear cycle helmets.

SCHOOL MEALS

A cashless school canteen service is organised in the Dining Hall by the Catering Services where pupils and staff must use their Aberdeen City Council Accord Card to pay for school meals. An application form for an Accord Card is issued to P7 feeder Primary School pupils prior to starting their Secondary education. Forms are also available from the school office. The card is issued free of charge. Money can be loaded onto the card at one of three locations within the school and stored securely on the card until the pupil wishes to spend it on school meals.



If the Accord Card has been **lost or stolen**, it is important that you advise the school office immediately. If the card is lost or stolen outwith school hours then you can contact the Accord Office Helpline on **0845 345 2789**, Monday to Friday, between 9am and 5pm. Please leave a message on the Accord Office Helpline answerphone out with these hours.

If the Accord Card is **not working** then contact should be made with the school office.

Free meals are available for pupils whose parents are in receipt of Income Support or Income Based Job Seekers Allowance. Application forms are available from the school office. Free meal entitlement is downloaded to pupil Accord Cards on a daily basis without them having to do anything.

Pupils may bring their own packed lunches to school and eat them in the dining hall at lunchtime.

SCHOOL HOLIDAY DATES (2018-19)

TERM 1: 21 August - 12 October 2018

- In-Service Day - Monday 20 August 2018
- Term Starts - Tuesday 21 August 2018
- September Holiday - Friday 21 September to Monday 24 September 2018
- Term Ends - Friday 12 October 2018
- October Holiday - Monday 15 October to Friday 26 October 2018

TERM 2: 29 October - 21 December 2018

- Term Starts - Monday 29 October 2018
- In-Service Day - Friday 16 November 2018
- Term Ends - Friday 21 December 2018
- Christmas Holiday - Monday 24 December 2018 to Friday 4 January 2019

TERM 3: 7 January - 29 March 2019

- Term Starts - Monday 7 January 2019
- Mid Term Holiday - Monday 11 February 2019
- In-Service Day - Tuesday 12 February 2019
- In-Service Day - Wednesday 13 February 2019
- Term Ends - Friday 29 March 2019
- Spring Holiday - Monday 1 April to Friday 12 April 2019

TERM 4: 7 January - 29 March 2019

- Term Starts - Monday 15 April 2019
- Good Friday Holiday - Friday 19 April 2019
- May Day Holiday - Monday 6 May 2019
- In-Service Day - Tuesday 7 May 2019
- Term Ends - Friday 5 July 2019

SCHOOL PUPILS INSURANCE

Parents should note that no insurance cover is held by Aberdeen 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.

Aberdeen City Council does hold third part 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 in order that you may take whatever action you feel appropriate. We are particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred however remote this possibility may be.

SEVERE WEATHER / EMERGENCY CLOSURE PROCEDURES

Northfield Academy is required by the local authority to update our procedures regularly for what should happen in the event of the school having to close because of abnormal weather conditions or in an emergency. We are always mindful of the difficulties encountered by families when closing the school because of severe weather or in an emergency and take all reasonable steps to minimise such difficulties.

Information for Parents and Carers about emergency school closures, particularly during times of severe weather can be obtained from the following sources:

- The School's Information Line. This is a telephone information service for parents / carers and is charged at national rate. The telephone number for Northfield Academy is **0870 054 1999** and the PIN code to access information is **011090**
- Aberdeen City Council website (www.aberdeencity.gov.uk/closure)
- Northsound Radio and BBC Scotland

COMMUNICATION WITH PARENTS/CARERS

The school communicates with parents and carers in a variety of ways and so it is important that we hold up to date and accurate contact details for those we may need to contact. This is particularly important for Emergency Contact details should your child become ill during the school day or have an accident.

To inform the school of any changes to contact details please speak to your child's Guidance teacher.

The school continues to use letters for formal contacts with parents, however increasingly text messages are being used to provide reminders about events such as parents' evenings or in-services days or to inform parents if pupils are late for school or not complying with dress code.

Our school website is updated regularly and is a good source of information about what is happening in school.

School Bulletins keep parents updated on a termly basis. Parents are strongly encouraged to respond to pupil reports raising any concerns or points for clarification in order to support your child in their learning.

PARENTAL INVOLVEMENT - SUPPORTING YOUR CHILD'S LEARNING

Northfield Academy encourages children and young people to take greater responsibility for their own learning and, as they progress, for the choices they make. We aim to help all children to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors to society

Education today involves more than just learning facts and figures. Pupils will increasingly learn:

- how to learn
- to set personal goals for themselves
- to recognise and monitor their own progress
- to identify their aims and ambitions
- to develop independence
- to have confidence in themselves.

We strive to offer high quality teaching and learning which helps pupils engage in their own learning. Research shows that children learn best when they:

- understand clearly what they are trying to learn
- know what is expected of them
- are given feedback about the quality of their work
- are given advice about how to improve their work
- are involved in deciding what needs to be done next
- know who can help them if they need it.

Our classroom activities increasingly take account of these points and aim to help your child make the most of their potential. Typically, conversations between teachers and pupils focus on what the pupil is going to be learning, what evidence of achievements and progress will look like, and planning together for the next steps.

The personal learning process belongs to your child but it is important to remember that communication between you, your child and the teacher is important, too. Your son's/daughter's school planner will be a useful prompt to discussing learning with them and a means to communicate with teachers. By participating as fully as possible in their education, your child can develop:

- greater responsibility for their own learning - improved confidence and self-esteem
- a greater sense of involvement in planning for their own future.

It is not only what your child learns in school that counts - children's achievements in out- of-school activities, such as successes in sport or music or wider interests, should also be recorded. Pupils are given the opportunity in PSE lessons to record their own personal, out-of-school achievements.

How can you help? The most important way you can help your child with their personal learning planning is to talk to them about:

- What they are learning both in and out of school
- How they think they are doing
- The successes they have had, both in and out of school
- The goals they would like to achieve in the future

PARENTAL INVOLVEMENT - SUPPORTING YOUR CHILD'S LEARNING (CONTINUED)

Your input is a vital part of your child's learning and the Academy welcomes your views. If you are involved in the planning process, your child's personal learning planning will be more effective and they will value it more highly.

You can find more information about this, or any aspect of Scottish education, on Parentzone: www.parentzonescotland.gov.uk

PARENT COUNCIL

Parent Councils are now established in almost all Aberdeen City primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning. The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the Academy.

The active Northfield Academy Parent Council, consisting of parents, staff and co-opted members, represents the wider Parent Forum and supports the work of the Academy.

Current membership of the Parent Council includes:

- Colleen Hopkins - Chair
- James Adeleye
- Alexis Dean (*staff member*)
- Jackie Dunbar (*ACC councillor*)
- Gordon Graham (*ACC councillor*)
- Morag Lyon (*staff member*)
- Ciaran McRae (*ACC councillor*)
- Brian Paterson
- Kim Paterson
- David Steele
- Karen Steele
- Sharon Weir

The Parent Council meets approximately every 8 weeks and discusses a variety of matters relating to the school. The Council aims to work in collaboration with the school but equally seeks to discuss issues and concerns raised by parents through positive dialogue. The range of topics discussed are varied. Minutes of meetings are posted on the Academy website and therefore available for all parents to read. Parents are encouraged to communicate with Parent Council members direct.

Alternatively you can contact us using the school email address (northfieldacademy@aberdeencity.gov.uk) marked for the attention of the Parent Council.

The Parent Council is supported by the Head Teacher, teaching staff and pupils from Northfield Academy. We are also supported by Aberdeen City Councillors who routinely attend our meetings and support the various topics of discussion.



CURRICULUM RATIONALE

At Northfield Academy our school Community 'Aspires to be Outstanding' in all that we do. In order to achieve this we have established a robust but flexible curriculum.

JUNIOR PHASE (S1 - S3) CURRICULUM

The curriculum from S1 to S3 has a clear purpose: that all young people will have a strong platform for later learning and for successful transition to qualifications at the right level for them. As they continue to develop the four capacities, our curriculum will enable young people to:

- experience learning across a broad curriculum, covering Science, Languages, ICT & Mathematics, Creative & Expressive Arts, Health and Wellbeing, Enterprise & Technology in S1 and S2
- achieve stretching levels of literacy and numeracy
- develop skills for learning and skills for life and skills for work
- develop knowledge and understanding of society, Scottish contexts, history and culture and Scotland's place in the world
- Experience challenge and success.

Challenge, Pace and Enjoyment

Challenge, pace and enjoyment at Northfield Academy can be achieved by a balance of more choice, rich tasks, interdisciplinary working, appropriate targets and goals, and high expectations.

Breadth

Learners at Northfield Academy will study subjects and courses from all curricular areas throughout S1 and S2.

Depth

This will be addressed by providing space for learners to gain a fuller understanding of issues and to develop higher levels of skills (work, life and learning). Rich tasks, interdisciplinary working and Skills for Work courses will enhance the current provision. Throughout the three years pupils learning in subjects should be deepened and expectations raised with learning becoming more challenging, especially in S3 as they prepare to move onto the senior phase.

JUNIOR PHASE (S1 - S3) CURRICULUM (CONTINUED)

Coherence

This will be partially achieved through developing interdisciplinary and cooperative working. The collation of Literacy, Numeracy and Health and Well-being assessment evidence from across the curricular areas will aid staff and learners in perceiving the curriculum experience as coherent.

Relevance

Staff will ensure that in the course of delivering the curriculum that content and delivery take cognisance of the learner's perception of the relevance of their learning. The courses offered will provide a platform for entering further education, higher education and the world of work. Relevance will also be derived from increased pupil choice and personalisation.

Progression

Learners will have the opportunity to progress in their chosen subjects in Senior Phase. P6-7 learning will articulate with the S1-3 curriculum, with particular attention to the P6-S1 transition and the moderation of assessments and standards with the ASG Primary Schools.

Structure of the school week

The pupil week comprises of 27.5 hours. Northfield Academy operates an asymmetrical working week. Monday and Tuesday have 7 teaching periods of 50 minutes. Wednesday, Thursday and Friday have 6 teaching periods of 50minutes.

Personal Learning Planning will take place in the 10 minute registration time between 8.40 - 8.50 every morning. This period will incorporate registration and provide time for target setting, reviews and assemblies as required and will be delivered by registration tutors.

Inter-disciplinary learning

There are several Inter-disciplinary opportunities which are embedded into the curriculum. These may be inter- faculty, inter-subject or inter-staff initiatives. All staff is required to ensure that the maximum use is made of opportunities to provide meaningful and sustainable links across the curriculum.

Examples:

- John Muir Award
- Heritage Hero
- Rapid Response Challenge

JUNIOR PHASE (S1 - S3) CURRICULUM (CONTINUED)

Literacy across Learning

The PT of the Language and Literacy Faculty chairs a committee that has responsibility for Literacy policy, strategy and implementation. All learners will experience learning in Literacy across all curricular areas. It is expected that:

- All staff are familiar with the principles and practice for teaching literacy and with the experiences and outcomes
- Prior learning should be built upon
- All experiences will be addressed
- Consistency of practice across the school
- Different ability levels are catered for
- Staff can access appropriate resources and examples of good practice
- Methods of gathering evidence is established
- Moderation is embedded

Numeracy across learning

The PT of the ICT and Mathematics Faculty chairs a committee that has responsibility for Numeracy policy, strategy and implementation. All learners will experience learning in Numeracy across all curriculum areas. It is expected that:

- All staff are familiar with the principles and practice for teaching numeracy and with the experiences and outcomes
- Prior learning should be built on
- All experiences will be addressed
- Consistency of practice across the school
- Different ability levels are catered for
- Staff can access appropriate resources and examples of good practice
- Methods of gathering evidence is established
- Moderation is embedded

Health and Well-being across learning

The PT of the Health and Well-being Faculty chairs a committee that has responsibility for Health and Well-being policy, strategy and implementation. All learners will experience learning in Health and Well-being across all curriculum areas. It is expected that:

- All staff are familiar with the principles and practice for teaching health and well-being and with the experiences and outcomes
- Prior learning should be built on
- All experiences will be addressed
- Consistency of practice across the school
- Different ability levels are catered for
- Staff can access appropriate resources and examples of good practice
- Methods of gathering evidence is established
- Moderation is embedded

JUNIOR PHASE (S1 - S3) CURRICULUM (CONTINUED)

Wider Achievement

The PT of Wider Achievement working with the Community Learning and Development team and outside agencies co-ordinates a number of awards across the school such as:

- Saltire Awards
- Dynamic Youth Awards
- Youth Achievement Awards
- Crest Awards
- Skillforce
- Duke of Edinburgh
- Personal Achievement
- Personal Development
- Food and Hygiene (REHIS)
- John Muir
- Heritage Hero
- Young Enterprise Exam

SENIOR PHASE (S4 - S6) CURRICULUM

The three year senior phase will allow depth of study at different levels depending on pupil interest, aptitude and aspiration. The focus should be to:

- Enable all pupils to undertake a range of national qualifications at an appropriate level to ensure post school progression into a positive destination (Nat 3 to Advanced Higher)
- Further develop the knowledge, skills and qualities to support our pupils to have a meaningful and worthwhile place in society
- Further develop skills for life, learning and work
- Experience opportunities for personal development and achievement
- Experience challenge and success
- Encourage an active and healthy lifestyle
- Support planning for future lives, careers and lifelong learning

RELIGIOUS AND MORAL EDUCATION

A programme of Religious and Moral Education (RME) is provided for all pupils in S1 to S6. Religious and Moral Education assists with the development of the young people's thinking in relation to self- awareness, relationships with others, rights and responsibilities, moral and critical thinking and the realm of beliefs, values and practices which give people value, meaning and purpose in life. As such, RME makes an important contribution to the personal, social and intellectual development of all students in Northfield Academy and in so doing equips young people with the capability to engage actively in issues within and outwith school. The curriculum examines various ways in which these questions have been formulated and reflects on the answers that people have proposed throughout history and across the globe. This results in students being able to:

RELIGIOUS AND MORAL EDUCATION (*CONTINUED*)

- Develop a knowledge and understanding of world religions and recognise religion as an important expression of human experience.
- Appreciate moral values such as honesty, **liberty**, justice, fairness and concern for others.
- Investigate and understand the questions and answers that religions can offer about the nature and meaning of life.
- Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.
- Reflect on their own experience of life to date.
- Understand the multi-cultural dimension of the society in which pupils live.

If parents have any questions about the RME programme they should contact the school so that a meeting with the Principal Teacher of Humanities can be arranged to provide more information or allow further discussion.

PHYSICAL EDUCATION (PE)

All pupils in S1-S2 have three periods of Physical Education each week. This meets the recommendation of 2 periods per week as set by the Scottish Government. S3-S6 have one period of Physical Education each week, however, Physical Education is available as a choice at every stage of Personalisation and Choice.

PERSONAL AND SOCIAL EDUCATION (PSE)

All pupils in S1 to S6 follow a specific programme of Personal and Social Education taught by Guidance Staff. This programme is seen as a life skills course, which encourages pupils to develop their awareness and understanding of a wide range of life situations, and the relevant skills and strategies for responsible decision-making. It is designed to help pupils examine, explore, clarify and, where appropriate, modify their personal values.

The following themes run through the entire PSE programme:

- The development of increased self-esteem and self-confidence.
- The development of self-awareness and the skills of self- assessment.
- The importance of developing effective personal relationships and communication.
- The development of skills for creating and using opportunities (e.g. skills for life, effective learning, developing a sense of personal responsibility, identifying opportunities to become involved in activities which contribute to the community).
- The development of skills for sound decision-making (e.g. in respect of healthy living and career choice).
- The Development of an awareness of and skills for independence and interdependence. (This includes learning to take personal responsibility for their own learning, and increasing their awareness of both rights and responsibilities).

PERSONAL AND SOCIAL EDUCATION (PSE) (CONTINUED)

The PSE syllabus at Northfield Academy explores the following issues:

S1	S2	S3	S4	S5/6
Starting Secondary School	Managing Change	Saving & Spending money	Study Skills	Safe Drive Stay Alive
Healthy Routines	Communication	Mental & Social Wellbeing	Sexual Health & Wellbeing	Careers Advice e.g. CV and Personal Statement writing, preparing for interviews
Substance Misuse	Emotional Health & Wellbeing	Study Skills and Studywise	Post S4	UCAS/College applications
Relationships & Sexual Health	Substance Misuse	Sex Education	Careers Education	Consolidation of learning
Assessing Risk	Relationships, Sexual Health & Parenthood	Drugs Education	Exam Kit - Preparation	Outside Speakers e.g. Finance talks
Working with Others	Minimising Harm	Careers	Alcoholics Anonymous	Pornography (delivered by CHOICES)
Personal Identity / Self Esteem	Living in the World	S3 Profiles		
Anti-Weapon	Internet Safety	Sexual Exploitation (delivered by CHOICES)		
	Relationship revolution (delivered by CHOICES)			

If you have any concerns about the school's PSE course, then please contact your child's Guidance teacher.

HOMEWORK

Homework is an integral part of the curriculum in Northfield Academy and used by all subjects as part of the teaching and learning process. Homework contributes to the partnership between parents and teachers in supporting our young people to progress in their studies. As a result parents are encouraged to contact their child's Guidance teacher about any concerns relating to homework.

Each pupil is issued with a homework diary, which they are encouraged to use systematically to foster a habit of study. These diaries are checked regularly by Guidance staff and Depute Head Teachers to ensure that pupils are using them correctly. Parents are also encouraged to monitor the homework which is issued and completed by their child at home. Northfield Academy's 'Homework Expectations' are listed on the following page:

HOMEWORK (CONTINUED)

PUPILS must:

- Carry their homework diaries at all times.
- Use their homework diary to record all homework due.
- Plan and arrange homework in order of priority.
- Complete homework on time to the best of ability
- Discuss homework with a parent /carer.

PARENTS are asked:

- To encourage the completion of homework as an important part of learning.
- Provide suitable resources at home for completing homework, ensuring that distractions such as TV are avoided.
- Sign the homework diary on a weekly basis to acknowledge that the homework has been completed and make, where appropriate, any comment(s).

TEACHERS will ensure:

- Homework is well explained with a clear purpose.
- Homework is issued during the lesson and not rushed at the end.
- Homework can be completed in the time requested.
- Homework is recognized, assessed and rewarded.

PRINCIPAL TEACHERS will ensure:

- That homework is appropriate and applicable in each course.
- That homework is suitably challenging and promotes confidence.
- That homework is issued consistently throughout the department.
- That differentiated homework is available.

SCHOOL LEADERSHIP TEAM will ensure:

- That homework diaries are provided for all pupils.
- That the school's homework policy is reviewed and circulated.
- A pattern of homework exists to ensure a spread of work.
- That monitoring takes place as part of quality assurance procedures.

INSTRUMENTAL INSTRUCTION

Complementing the timetabled provision of Music for all pupils at Northfield Academy is our optional instrumental instruction scheme. Instruction is available in the school and covers woodwind, brass, strings, piano, percussion and guitar. Pupils who started instrumental instruction in Primary school will usually continue this when they enter Secondary school. As a consequence, places for instrumental instruction are limited.

For further information regarding instrumental instruction, contact the Principal Teacher of Creative and Expressive Arts.

EXTRA-CURRICULAR / INFORMAL EDUCATIONAL ACTIVITIES

Northfield Academy has an excellent range of extra-curricular activities. We are fortunate, thanks to the staff of the school who volunteer their time, commitment and enthusiasm to be able to provide extra-curricular activities at lunchtimes, after school and even on Saturdays. Pupils who are interested in joining or participating in an extra-curricular activity should contact the relevant member of staff for further information. The activities available during session 2018 - 2019 are:

DAY	Lunchtime Activity	Venue and Time	After School Activity	Venue and Time
MONDAY	Pool Room (everyone)	Pool room 12.35	S1 Boys Football (S1 boys)	PE 3.30
	Uno League (everyone)	Pool Room 12.45	S2 Boys Football (S2 boys)	PE 3.30
	Philosophy Club (everyone)	E23 12.45 First and Last Monday of each Month	Music Technology (everyone)	M1 3.30
	Charities Committee (S5 & S6)	Upper A Block 1.00	Lego Club (S1-S3) running in 8 week blocks	Library 3.25 - 4.15
	Girls Football (girls from all years)	PE 1.00		
	Jam Band (everyone)	After Oct Holidays		
	Signing Group (151)	After Oct Holidays		
TUESDAY	Pool Room (everyone)	Pool Room 12.35	LGBTQ+ Alliance (everyone)	A1/SVS 3.30 - 5.00
	Culture Cafe (everyone)	A1 12.35	Running (everyone)	PE 3.30 - 4.30
	Reading Club (S1 - S3)	Library 1.00		
	Girls Drop In	PE 1.00		
	Beaters 'n' Banter (everyone)	M1 1.00		
	Senior Drama Club (S4 - S6)	Drama Studio 1.00		
	Fashion Club (everyone)	D15 1.00		
WEDNESDAY	Pool Room (everyone)	Pool Room 12.35	Basketball (everyone)	PE 3.30 - 5.00
	Northfield Voices (everyone)	After Oct Holidays	Film & Media Club (everyone)	After Oct Holidays
	Art Club (everyone)	D13 1.00	Digital Leaders (everyone)	M1 3.30
	Dodgeball (everyone)	PE 1.00		
	Parkour (S1 - S3)	PE 1.00		
THURSDAY	Pool Room (everyone)	Pool Room 12.35	Science Club (everyone)	N15 3.30 - 4.30
	Crafty Club (everyone)	A1/SVS 12.45	Music Support Group (everyone)	SVS 3.30 - 5.00
	Prom Committee (S5 & S6)	Upper A Block 1.00	Culture Café volunteer planning (Culture Café volunteers)	A1 3.30 - 5.00
	Basketball Drop In (everyone)	PE 1.00	Rugby (everyone)	PE 3.30 - 4.30
	Maths Club (everyone)	N3 12.45		
	Ukulele Club (everyone)	M1 1.00		
	Chess Club (everyone)	Library 1.00		
	Film Making Club (everyone)	C22 1.00		
FRIDAY	Pool Room (everyone)	Pool Room 12.35		
	Young Enterprise (S5 & S6)	Upper A Block 1.00		
	5 a side football (S5 & S6)	PE 1.00		
	Eco Group (everyone)	N6 12.45		
	Junior Drama Club (S1 - S3)	Drama Studio 1.00		
	Japanese Club (everyone)	C22 1.00		
	Parkour (S4 - S6)	PE 1.00		

LIBRARY

The school library is a spacious and well-stocked learning centre which supports the curriculum and reading for pleasure.

During the school day the library is used for class work, group work and individual study. Pupils are encouraged to make good use of the wide range of resources that are available to them.

The library is also open to pupils before school, at lunchtimes and after school. Opening times are displayed on the library door.

LIBRARY RESOURCES

The library holds over 12000 books including fiction, information books and reference works.

The library has 10 networked computers. A booking system runs to provide fair access to all.

15 Kindles are available for use in class and at lunchtimes.

Internet access is available through the school network for curricular use only.

LIBRARY CLUBS

The library supports pupils by providing a range of extra-curricular clubs including a Reading Cafe, Library Club, Lego Club and Chess Club.





ASSESSMENT POLICY

Throughout their time at Northfield Academy, all pupils are assessed by both formal examinations and by a system of continuous assessment. Continuous assessment may take into consideration the performance in class tests, written exercises, project work, audio work, oral work or practical work. Such assessment, across all subject activities, aims to both assist pupil learning by providing clear targets and feedback on progress as well as assisting teachers in curriculum evaluation.

All subjects carry out assessment of students in accordance with national and local guidelines. The school also carries out MidYis assessment procedures in S1 and SOSCA testing in S2, in line with Authority policy, and Support for Learning staff administer Spooner screening procedures early in S1. MidYis results provide all teaching staff with an indication of the potential of every pupil in each class and a realistic target to track their progress against

PRESENTATION OF PUPILS FOR EXTERNAL EXAMINATIONS

At Northfield Academy all pupils are encouraged to maximise their potential by achieving as many qualifications as possible. To assist pupils in preparing for external examinations a range of revision classes are offered by departments at lunch time, after school and during the Easter holiday.

SCQF Level	National Qualifications
1	National 1
2	National 2
3	National 3
4	National 4
5	National 5
6	Higher
7	Advanced Higher

REPORTING TO PARENTS

Pupil achievement and progress throughout their time at Northfield Academy is reported on regularly. Although times are subject to variation, the following timetable is generally applied:

S1	These reports are based on the results of continuous assessment. S2 and S3 reports alongside discussions with staff help guide pupils with Personalisation and choice at the end of S2 and S3 into the Senior Phase	
S2		
S3		
S4	March	These reports are based on progress in core subjects and National Qualifications.
S5/S6	March	

Subject teachers are required to inform Guidance Teachers and Depute Head Teachers through 'Cause for Concern' forms on any problems that individual pupils are having.

This information would be used by the Guidance staff to talk to the pupils and/or contact parents.

Parents are encouraged to contact their child's Guidance Teacher at any time to discuss matters of concern or their child's progress in school.

PARENT'S EVENINGS

Parents have regular opportunities to meet with their child's teachers. Details of these meetings for session 2018/2019 are listed below along with the dates pupil reports/tracking reports will be issued.

Year Group	Guidance Evening	Parents' Evenings	Issue of reports
S1	Tuesday 28 th August 2018	Tuesday 2 nd October 2018	<i>Interim report:</i> Friday 7 th December 2018 <i>Full report -</i> Friday 3 rd May 2019
S2		Wednesday 16 th January 2019	<i>Full report:</i> Friday 21 st December 2018 <i>Interim report:</i> Friday 26 th April 2019
S3		Tuesday 5 th February 2019	<i>Interim report:</i> Friday 14 th September 2018 <i>Full report:</i> Friday 18 th January 2019
S4/5/6		Tuesday 20 th November 2018	<i>Interim report:</i> Friday 5 th October 2018 <i>Full report:</i> Friday 1 st March 2019



HOME ECONOMICS

Pupils are asked to bring to school a suitable dish or container with a tight fitting lid when they are cooking in order to bring the food they prepare home to share with you. In S1 - S3, a charge of £15.00 is made towards the cost of cookery ingredients and textile technology materials which are provided by the school.

DESIGN & TECHNOLOGY

In S1 - S3, a charge of £15.00 is made towards the cost of materials provided by the school. Other charges may be made towards the costs associated with some Craft and Design National Qualification Courses.

WATER POLICY

It is crucial that our young learners are drinking enough water throughout the school day. Dehydration has a major effect on young peoples as they may not feel thirsty until it is too late. Dehydration can cause the following symptoms; *Headaches, Reduced Energy Levels, Tiredness, Reduced Concentration Levels, Increased Irritability, Loss of Appetite.*

The body is made up of approximately two thirds of water, which explains why a lack of water has a direct effect on our ability to perform to our full potential. There has been a significant increase in the amount of young people drinking 'fashionable' energy drinks.

Many young people believe that these drinks will help them to concentrate and stay focused in class however the opposite is true. These types of energy drinks are highly sweetened and can cause; *Insomnia, Headaches and Migraines, Anxiousness, Addiction.*

Drinking several of these drinks per day will result in a poor sleep cycle, which will result in pupils arriving to school feeling tired and unable to concentrate. Furthermore, they may feel that they need more of these drinks to 'get through the day'.

Pupils are entitled to drink water throughout the school day and this should be stored in a clear container, and kept in a designated area agreed with their class teacher. Pupils are not allowed to drink anything other than water in Northfield Academy corridors and classrooms. Energy drinks will not be permitted in the school canteen also. Staff will confiscate any drinks deemed inappropriate. Pupils failing to follow this policy will be subject to the school behaviour policy.

WHAT TO BRING TO SCHOOL

Every day, all pupils should bring the following items to school: A suitable bag containing:

- The necessary books, jotters and equipment for each day
- Homework diary and completed homework
- Pencil, pen, rubber, ruler and sharpener (preferably in a pencil case)
- Water container
- PE Kit

Parents are encouraged to keep a copy of their child's timetable at home to help them come to school properly prepared.

PERSONAL PROPERTY

Northfield Academy is a large comprehensive school and, therefore, a very busy place. All personal belongings such as mobile telephones, articles of clothing, books, equipment etc. should be clearly marked with the owner's name.

Pupils must never leave money or valuables unattended in items of clothing, in school bags, on their desks or in classrooms and changing rooms. Such articles should be carried by the pupil at all times or handed for safe-keeping to a teacher.

The school and Aberdeen City Council will not be responsible for any loss, theft or damage of such belongings. Pupils who choose to bring valuable belongings to school do so at their own risk.

PUPIL CLASSROOM EXPECTATIONS

At Northfield Academy, we have high expectations of all our pupils. These expectations are displayed in every classroom and teaching area throughout the school. The following expectations were agreed by pupils and teachers following a period of consultation:

CLASSROOM EXPECTATIONS

- ARRIVE ON TIME, PROPERLY PREPARED FOR YOUR LESSON
- FOLLOW INSTRUCTIONS ON FIRST TIME OF ASKING
- LISTEN TO THE PERSON WHO IS MEANT TO BE TALKING
- KEEP HANDS, FEET AND UNKIND WORDS TO YOURSELF
- TAKE CARE OF EQUIPMENT, MATERIALS AND YOUR SCHOOL

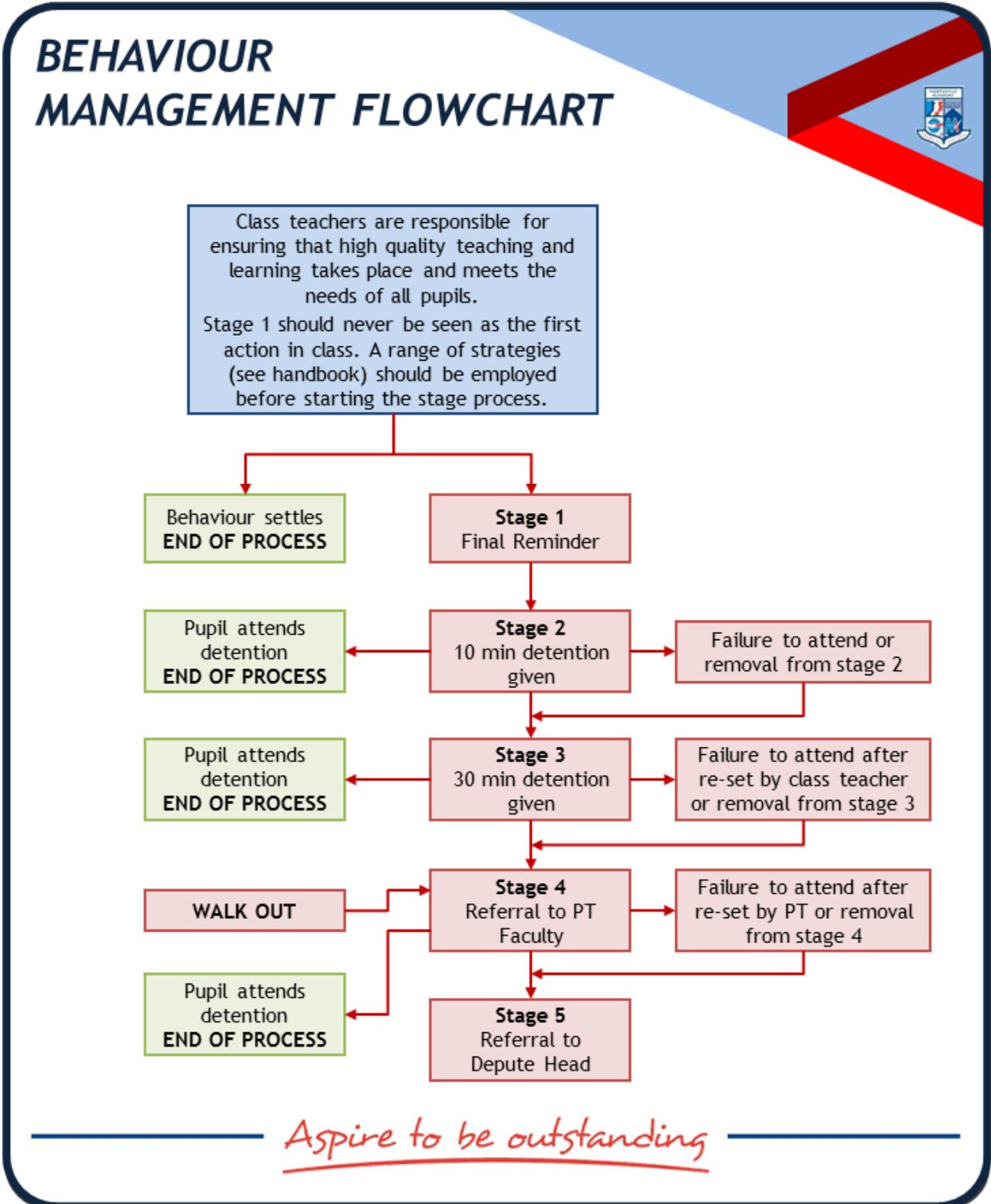
Aspire to be outstanding

BEHAVIOUR MANAGEMENT

One of the principal aims of Northfield Academy states ‘that high quality learning and teaching is our priority.’

In fulfilling this aim successfully, staff ensure that high standards of self- discipline and responsibility are sought so that in all classes there is an atmosphere which encourages learning. When a pupil chooses not to cooperate with a member of staff, they are subject to a staged discipline procedure as indicated below:

SUPPORT FOR LEARNERS



UNIVERSAL SUPPORT

In Northfield Academy, every student is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide. This support enables our learners to:

- review their learning and plan next steps
- gain access to learning activities which meets their needs
- plan for opportunities for achievement
- prepare for changes and choices at transition points in their lives.

All staff in Northfield Academy are fully committed to promoting and supporting young people to ensure that they are safe, healthy, achieving, nurtured, active, respected, responsible and included.

HOUSE GROUPS

The House groups in Northfield Academy have recently been transformed and are at the heart of supporting learners and maintaining our school ethos. This ethos encourages learners to aspire to be outstanding. There are 3 House groups in Northfield Academy which are co-led by a Principal Teacher of Guidance and a Depute Head Teacher. Throughout the school year, students will take part in House competitions and challenges to win points for their House. At the end of the academic session the House Trophy is presented to the House Captain of the winning House group at our annual school awards ceremony. Parents who require discussing any aspect of their child's wellbeing should contact, in the first instance, the appropriate Principal Teacher of Guidance:

MACBETH - Mrs E Sutherland (Acting PT Guidance)

STEWART - Miss J Potts (Acting PT Guidance)

WALLACE - Mrs S Allan (PT Guidance)

TUTOR TIME

All students in Northfield Academy meet with their register tutor on a daily basis at the beginning of each school day. Students go to their tutor time as a register class. Tutor Time provides all students with a regular opportunity to discuss their development with their Tutor, as well as, the opportunity to share notices and literature to go home for parents/carers.

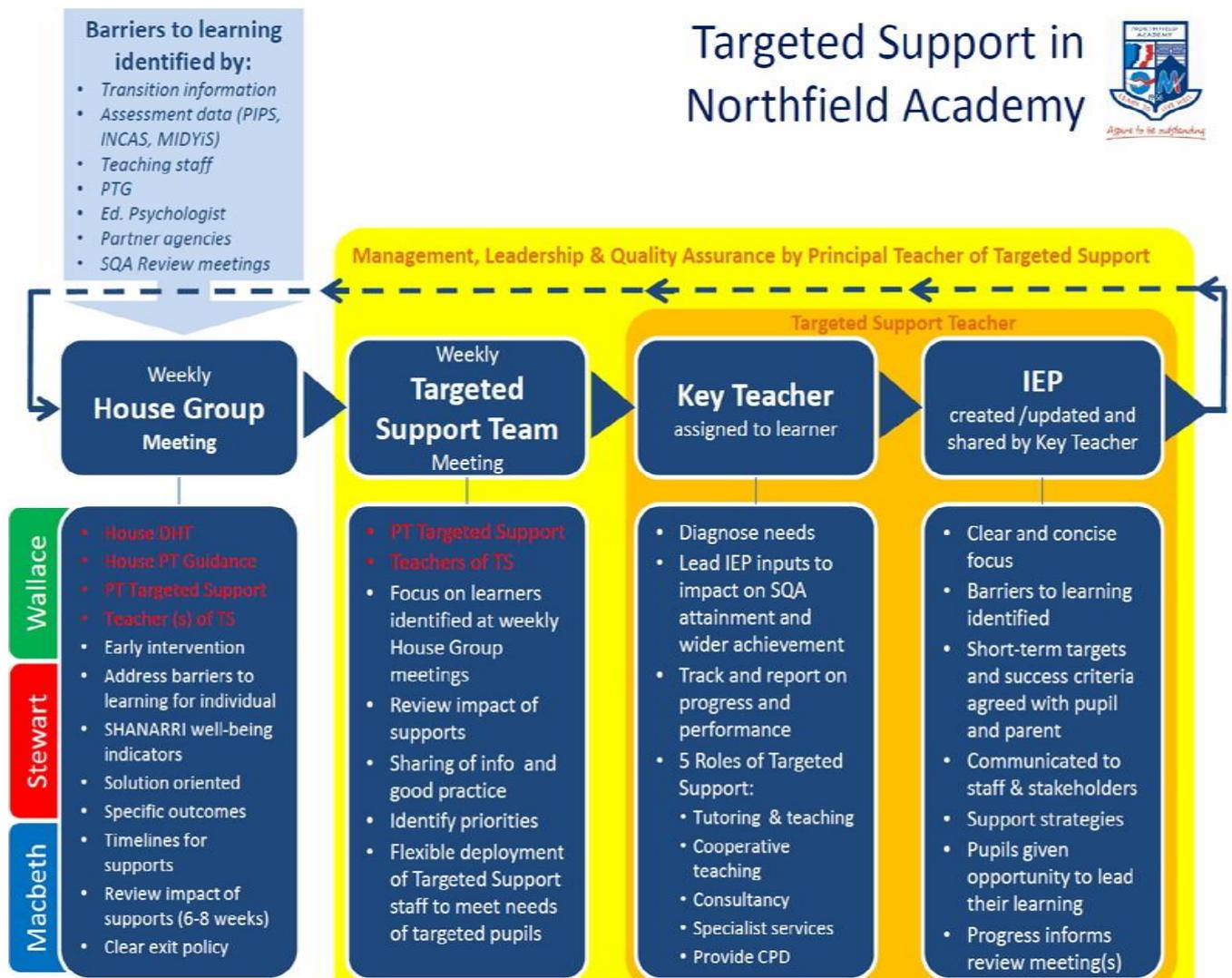
ASSEMBLIES

All pupils attend assemblies, which usually take place once a week, as a Year Group. Assemblies are usually conducted by a member of the Senior Leadership Team, school chaplains or faculties to showcase achievements. A vital part of our commitment to regular assemblies is the desire to provide experiences of high quality and interest to pupils. In practice, this means the involvement of pupils, school chaplains and external groups in the annual programme as well as members of staff from within school.

TARGETED SUPPORT

Northfield Academy is well resourced to meet the needs of all our learners including all pupils who require targeted support. Our Targeted Support team consists of 6 teachers and 7 Pupil Support Assistants. Targeted support provides additional focused support to pupils who may require such for short or longer periods of time to help them overcome barriers to their learning. The need for additional support can arise from, for example, specific learning difficulties, social, emotional or behavioural needs, bereavement or family issues. Support may also be required to ensure progress in learning for highly able children and young people. This approach also encompasses children and young people who require more choices and more chances to achieve positive, sustained post-school destinations. Our targeted support staff all have additional training and expertise to provide support as and when it is required. The team, in addition to working in parallel with our Principal Teachers of Guidance to get it right for every child, also work professionally with all teaching staff, youth workers, health professionals, social workers, Police Scotland and our partners in the voluntary sector in Aberdeen to access specialist support, where necessary, for supporting an individual pupil.

The following diagram illustrates how targeted support in Northfield Academy operates:



STUDENT COUNSELLING SERVICE

Young people can refer themselves to see the School Counsellor or they can be assisted to make an appointment by parents, by friends or by school staff.

Appointments are arranged to be discrete and respectful of the need for privacy.

The School Counsellor is available from 8.30am from Monday to Friday. Contact the school for further information regarding the Counselling Service.

CAREERS EDUCATION

Information advice on careers is an important aspect of every pupil's education. In S2 pupils are introduced to the Careers Advisor as part of their PSE programme. The Careers Advisors are available to assist pupils through the Choice of Course process in conjunction with the Guidance Team.

Careers education in Northfield Academy includes providing support to identify appropriate employment options, periods of work experience for all pupil and the opportunity to have an interview with a Careers Advisor. Careers talks feature prominently in the S4 PSE programme.

The Senior Students careers programme includes careers talks, college and university visits and individual interviews.

Supporting the careers education of all Northfield Academy pupils is a comprehensive collection of careers literature in the school library. The Careers Library provides details of training opportunities, further and higher education opportunities and holds the Prospectuses for universities and colleges throughout Scotland.

EDUCATION MAINTENANCE ALLOWANCES (EMAs)

Education Maintenance Allowances (EMAs) for eligible fifth and sixth year pupils became available in August 2004. EMAs benefit eligible pupils with extra financial help to enable them to stay on in post-16 education by providing a weekly payment of up to £30, paid directly to young people who stay on in further education after they reach statutory leaving age. Senior pupils may also receive two bonuses of £150 if they remain on their course and make good progress with their learning. Payment of bonuses will depend on the young person showing satisfactory progress against learning objectives set out in their learning agreement and through an ongoing commitment to remain in education. All payments will be made directly to the student's bank account. Payments will only be made to those students who have satisfied attendance requirements.

EMA entitlement is based on an assessment of household income in the previous financial year. Application forms and more information are available in school from the pupil's Guidance teacher, Careers Advisor or online at the EMA website at <http://www.emascotland.com/students.htm>



PROMOTING POSITIVE RELATIONSHIPS - GUIDE FOR PUPILS

You are entitled to enjoy school and to feel safe and happy when you are there. Bullying goes against this entitlement and must be stopped. Bullying is **WRONG**. Nobody has the right to hurt other people by:

- hitting them
- kicking them
- calling them names
- spreading rumours about them
- or doing anything else which is meant to upset them
- cyber bullying

What to do:

Talk to someone you trust - a teacher, parent, older friend or relative. If you find it difficult to talk to an adult, ask one of your friends to come with you or ask someone to talk to an adult for you.

Keep trying. If the first person you talk to does not seem to understand - don't give up - speak to someone else. If you can, write down everything the bullies have done or said to you and try to write down how you feel.

When you have found someone you trust and who is helpful, you can discuss what you have written with that person.

What not to do:

Don't try to deal with the problem on your own. It's right to ask for help. Don't hit the bullies - you might end up being accused of bullying yourself. Don't exaggerate. Always tell the truth about what has happened. If a small part of your story is shown to be untrue this will put everything else into doubt.

Don't hide what is happening to you. Keeping things secret is the bullies' biggest weapon against you.

PROMOTING POSITIVE RELATIONSHIPS - GUIDE FOR PARENTS/CARERS

We want your children to feel that school is a secure happy and enjoyable environment and we wish to promote the ideas of:

- consideration for others
- compassion for hardship and suffering
- racial harmony
- individual freedom of thought and speech
- equality of opportunity

Bullying goes against all these ideals and can only be dealt with effectively if parents, students and teachers act together.

These guidelines are intended to help families who are worried that their children may become involved in bullying either as victims or bullies. They are also intended as a guide for all adults in our community who witness bullying but feel they do not know how to help.

What to do:

If you think your child is being bullied or is bullying, you must let us know. The best person to speak to is someone you already know and trust. In most cases this will be your child's Guidance teacher.

If you do not know anyone in the school, telephone or come to school and ask to speak to the Head Teacher or your child's Depute Head Teacher. Usually you will be able to speak to a senior manager after a short wait but occasionally appointments will be required.

If the bullying is happening outside school you should also talk to the police.

What not to do:

Don't ignore your child's worries and concerns.

Don't tell your child to simply ignore the bullies. This may give your child months of unhappiness.

Don't tell your child to hit back. This seldom works and may even make things worse.

What we will do:

We will work with parents of a bullied child to provide support, confidence and understanding.

We will contact the parents of the bullies and enlist their support to put a stop to the bullying.

We will deal seriously with incidents of violence.

We will work with our Community Police Officers in any cases of bullying outside school.

ANTI-BULLYING POLICY

GENERAL PROCEDURES

- Senior staff will work closely with parents of victims and bullies
- Incidents of violence will be dealt with seriously
- “Bullying” will continue to be part of PSE coursework
- Senior staff will keep a record of bullying incidents
- The anti-bullying policy will be reviewed annually.

CHILD PROTECTION GUIDELINES

Each school has a Designated Person appointed to be responsible for Child Protection matters and specially trained for this task. The nominated senior member of staff who is responsible for Child Protection matters in Northfield Academy is: **Mr Ali Dow, Depute Head Teacher.**

Should you wish to talk further about Child Protection and the safety of children, please contact the school. This is in line with local authority procedures for child protection.

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 Social Work, the Police or the Children’s Reporter, all of whom we have good relationship with. Under these circumstances, the parent would not normally be consulted first.



SENIOR LEADERSHIP TEAM

Mr G Morrison	Head Teacher
Mr T Simpson	Depute Head Teacher - Macbeth
Mr D Craig	Depute Head Teacher - Stewart
Mr A Dow	Depute Head Teacher - Wallace
Miss A Dean	Acting Depute Head Teacher
Mrs A Wilson	School Support Services Manager

GUIDANCE TEAM

Mrs E Sutherland	Acting Principal Teacher of Guidance - Macbeth
Miss J Potts	Acting Principal Teacher of Guidance - Stewart
Mrs S Allan	Principal Teacher of Guidance - Wallace

CREATIVE & EXPRESSIVE ARTS FACULTY

Mrs J Yule	Principal Teacher
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ART & DESIGN

Miss K Bergmane
 Ms R Goldie
 Miss S Ferguson

DRAMA

Miss C Hammond

MUSIC

Mrs I Johnson
 Mrs J Yule

MUSIC INSTRUCTORS

Ms L Bolton	Music Instructor (Woodwind)
Mr S Nicol	Music Instructor (Percussion)
Mr M McMillan	Music Instructor (Guitar/Ukelele)
Mr A Oag	Music Instructor (Piano)
Mr G Sutherland	Music Instructor (Brass)

ENTERPRISE & TECHNOLOGY FACULTY

Mr G Irvine Principal Teacher

BUSINESS EDUCATION

Miss J Ross
Ms C Skilling
Ms E Cleary

DESIGN & TECHNOLOGY

Mr G Irvine
Mr N Robertson

HUMANTIES FACULTY

Mr P Rorie Principal Teacher

GEOGRAPHY

Mr P Harmer

HISTORY

Miss H Lockwood
Miss C McLean

MODERN STUDIES

Miss J Elliot
Miss C McLean

RELIGIOUS AND MORAL EDUCATION

Mr P Rorie
Miss G Blatherwick

HEALTH & WELLBEING FACULTY

Mr D Milne Acting Principal Teacher

HOME ECONOMICS

Miss K Keddie

PHYSICAL EDUCATION

Mr D Milne
Mr D Silk
Miss F Morgan
Mrs C Sweeney
Miss J Braga

ICT & METHEMATICS FACULTY

Ms M Lyon Principal Teacher

MATHEMATICS

Ms M Lyon
Ms L Barrie
Mr C MacArthur
Mr C Murray
Mr S Grady

LANGUAGE & LITERACY FACULTY

Ms C McCune Principal Teacher

ENGLISH

Ms C McCune
Ms R Craig
Ms A Smart
Miss C Strachan
Ms H Pirie

MODERN LANGUAGES

Miss A Ross
Miss D Ondet

SCIENTIFIC STUDIES FACULTY

Mrs A Strachan Principal Teacher

BIOLOGY

Mr J Hunter
Mrs N Gear
Mr C Kerry

CHEMISTRY

Mrs D Francis
Miss A Robson

PHYSICS

Mrs A Strachan
Miss A Dean

TARGETED SUPPORT FACULTY

Mr R Nicol	Principal Teacher
Mrs S Chaudhry	
Mr C Leith	
Mrs W Wallace	
Mrs E Macleod	
Mx R Collins	
Ms T Duncan	Pupil Support Assistant
Miss R Davidson	Pupil Support Assistant
Miss S Hewitt	Pupil Support Assistant
Mrs A Shand	Pupil Support Assistant
Mrs W Reid	Pupil Support Assistant
Ms M Weir	Pupil Support Assistant
Mr C Wood	Pupil Support Assistant
Miss E McRobert	Pupil Support Assistant

SCHOOL LIBRARY RESOURCE CENTRE

Mrs M Wilson	Library Resource Coordinator
Ms K Shaw	Library Resource Coordinator

ADMINISTRATION STAFF

Mrs T Grant	School Administrator
Mrs N Goudie	School Support Assistant
Mrs J Thom	School Support Assistant
Mrs D Wood	School Support Assistant
Miss L Pirie	School Support Assistant
Mrs L Ellis	Family Liaison Officer
Ms L Fraser	Home School Liaison Officer

TECHNICAL TEAM

Mrs C Elrick	Supervisory Technician
Mr D Leiper	Network ICT Technician
Mr D Cadenhead	Design & Technology Technician
Mrs L Cumming	Science Technician
Mrs J Gallow	Home Economics Technician

SCHOOL KITCHEN

Mrs L Ellington	Kitchen Supervisor
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JANITORIAL STAFF

Mr I Thomson	Facilities Supervisor
Mr A Norrie	
Mr G Freeland	

