

Harlaw Academy

Information for Parents
and Pupils

January 2024



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1. Welcome

This booklet has been produced for pupils, parents and friends of Harlaw Academy to provide information about the School.

If you have any questions or suggestions, please contact the Academy Office between 8.00 am and 4.00 pm on weekdays.

Mr R McLaren
Headteacher

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PLEASE NOTE: Every effort has been made to ensure that all of the information contained in this prospectus is accurate at time of going to print, please check the school website and newsletters for any updates and amendments.



2. Introduction

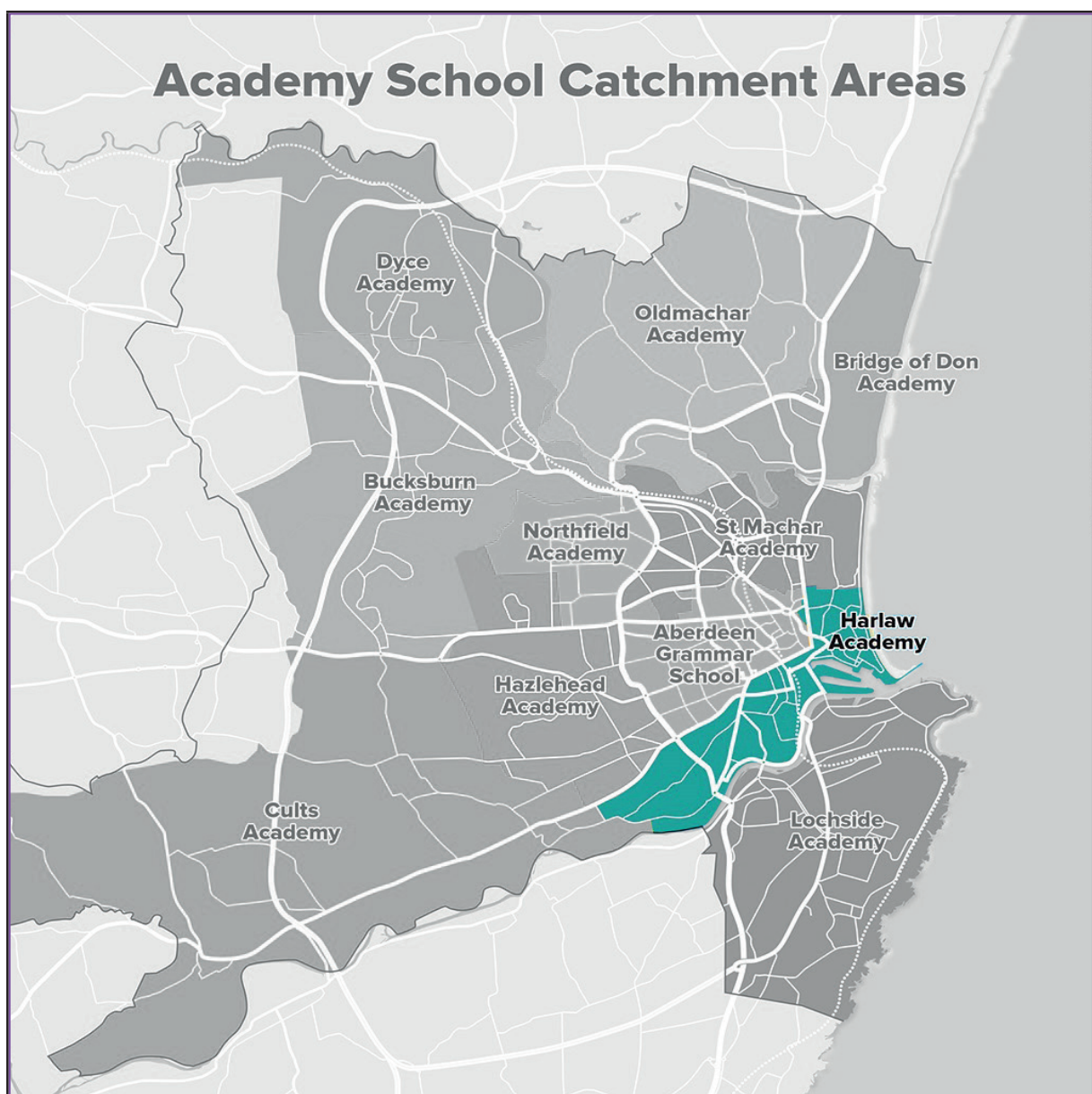
THE ACADEMY

Harlaw Academy is a six-year comprehensive secondary school situated some 200 metres from the junction of Union Street and Holburn Street in the centre of the city of Aberdeen. The Academy draws most of its pupils from its associated primary schools, namely, Broomhill, Ferryhill, Hanover Street and Kaimhill, although we also have significant numbers from outside the zone. Although Harlaw Academy does not sit within its own catchment area we have close links with its Associated Primary Schools and our local community.

SCHOOL ROLL

The roll at the start of the session in August 2023 was 1056. The projected roll for August 2024 is 1086.

HARLAW ACADEMY CATCHMENT AREA DIAGRAM



SENIOR LEADERSHIP TEAM

The senior leadership team of Harlaw Academy consists of the Headteacher, 3 Depute Headteachers and a Support Services Manager:-

Mr Ross McLaren, Headteacher

Mr David Craig, Depute Headteacher, Professional Learning & Improvement

Mrs Lauren Lawson, Depute Headteacher, Learning, Teaching & Assessment

Mrs Val Esslemont, Depute Headteacher , Raising Attainment & Achievement

Vacancy, Support Service Manager



3. Aims, Vision, Values and Behaviours

Our vision and values were updated in 2018/19 in consultation with pupils, parents and staff.

Our vision is to be:

Ambitious, excellent and the best we can be.

We respect the rights of young people and encourage them to:

Participate, improve and enjoy success.

Our relationships and actions show:

Respect for People: We will consider the health, safety and wellbeing of ourselves and others

Respect for Learning: We will be on time, on task, trying our best and achieving success

Respect for Community: We will have a positive impact in school, locally and in the wider world

The statements provide a way for us to recognise and realise the rights of children as outlined in the UN Convention on the rights of the child.

The Aims, Visions, Values and Behaviours are being refreshed during session 23/24

4. Practical Details

The Harlaw Academy Day:

School begins at 8.30am and finishes at 3.02pm with a Lunch Break from 12.29pm to 1.19pm.

The period timings are as follows:

Form Time	08.30 - 08.42	Period 1	08.42 - 09.35	Period 2	09.35 - 10.28
Morning Break	10.28 - 10.43	Period 3	10.43 - 11.36	Period 4	11.36 - 12.29
Lunch Break	12.29 - 13.19	Period 5	13.19 - 14.12	Period 6	14.12 - 15.02

A 5 minute “hurry up” bell rings before the start of the morning and afternoon sessions.



ATTENDANCE AND PUNCTUALITY

Attendance is checked each morning at 8.30am. All pupils report to their Form Teacher, who is responsible for taking an accurate note of absentees. Attendance is checked at Form and each period throughout the day. This is recorded electronically.

ATTENDANCE MATTERS AT HARLAW ACADEMY	
Most young people who attend Harlaw Academy come to school on time and every day	
Attending school every day is the single most important part of your child's education	<ul style="list-style-type: none">• Pupils who attend well do well in their exams.• Employers want workers who turn up every day on time.• Pupils who attend well learn how to get on with others and enjoy a social life.
Make every minute count	<ul style="list-style-type: none">• Missing just two days every month means that a young person misses 10% of school.• Being late for school reduces learning time too.
What can you do to help?	<ul style="list-style-type: none">• If your child is ill or absent for any other reason, contact us by 9.00am and let us know.• Make sure your child arrives at school on time.• Contact your child's Guidance Teacher if you are finding it difficult to get your child to come to school.• Ask your child about their day.• Help your child to develop good sleep habits by limiting access to phones, tablets, devices and telly at a decent time to allow his/her brain to be calm before bed.
What happens if your child does not attend school regularly?	<ul style="list-style-type: none">• We will contact you to discuss your child's attendance.• We may invite you to meet us to see how we can help.
But my child has a health condition	<ul style="list-style-type: none">• We support all young people, including those with medical conditions. Please discuss any medical issues with your child's Guidance Teacher.
What about authorised absences?	<ul style="list-style-type: none">• If your child is ill, attending an event or appointment, let us know.• Please try to avoid appointments during the school day.

ABSENCE FROM SCHOOL

All pupils under the age of 16 years are required by Law to attend school regularly and punctually. Parents or Guardians who do not ensure the regular attendance of their children are at risk of prosecution. If for any reason a pupil is absent, the school should be notified by 9.00am on the day. Any letters explaining absences should be brought by the pupil on the day he/she returns from absence.

APPOINTMENTS

Parents are urged to arrange dental or medical appointments outwith school hours or in the holidays. If a pupil has to attend an appointment during the school day, however, he/she should bring a note from their parent informing the school of the date and time of the appointment. This should be done before the day of the appointment and it will be recorded on the appropriate day.



PUNCTUALITY

We try to instil in our pupils an awareness of the importance of punctuality, since good habits of time-keeping will help them in later life. Any pupil who arrives in school after 8.40 am must report to the School Office to sign in. Names of pupils who arrive late are recorded and sent on a daily basis to the appropriate Principal Teacher of Guidance. Patterns of absence will be discussed with parents/carers.

LEAVE OF ABSENCE

Requests for children to be excused from school for the whole or part of a day, except in cases of illness, must be made in advance by writing to the child's Principal Teacher of Guidance.

Parents/carers should not organise holidays during term time. Any such absence will be recorded as unauthorised.

HOME SCHOOL LIAISON OFFICER

The HSLO monitors pupils' attendance and liaises with the Principal Teacher of Guidance to support pupils who are not attending regularly. The HSLO may make home visits, call parents and attend meetings about a child's attendance.

ASSEMBLIES

There is a pattern of assemblies during form time through the year. There are two main types of assemblies:-

1. Year Assemblies - led by the Principal Teachers of Guidance/ Depute Headteachers
2. Headteacher Assemblies

We also hold a special festive assembly at Christmas.

SCHOOL UNIFORM

The great majority of parents are familiar with and support the case for a school uniform or dress code.

Reasons for wearing uniform:

- it encourages good discipline and a work focused ethos
- it is cheaper than the alternatives
- it encourages young people to experience and communicate a healthy self-respect and pride in their school
- it make pupils easy to identify and therefore discourages unwelcome intruders
- leisure wear can be dangerous in some areas eg. Science Labs.

Every classroom now has the Harlaw Academy uniform on display, and pupils are regularly reminded of which items of clothing are acceptable, and those that are not.

Pupils who arrive in school without appropriate uniform will be referred to their Guidance Teacher.



HARLAW ACADEMY UNIFORM

The Harlaw Academy uniform was updated in 2014 following consultation with pupils, parents and staff. The following list was agreed and all pupils are expected to wear a selection of clothes from the following list:

- Black trousers or skirt
- White shirt with school tie
- Harlaw Academy polo shirt
- Harlaw Academy sweat shirt
- Harlaw Academy school jumper
- Harlaw Academy blazer

Harlaw Academy School
Uniform Selection



Pupils should wear an appropriate combination of clothes which they and their parents have selected from the above list. S4, S5 and S6 pupils are expected to wear a white shirt, a school tie and a blazer.

Harlaw Academy uniform items are available from the following sources:

- Stevensons at 429 Union Street
- My Clothing our online uniform supplier at the website <https://myclothing.com/>
- School badges and ties can be bought from the school
- Harlaw holds a store of recycled uniforms which parents can access. Please contact your child's guidance teacher.

Pupils are not allowed to wear:

- Hoodies
- Tracksuit tops or trousers (joggers)
- Trousers which are not black
- Denim, leather or PVC jackets
- Sweatshirts or jumpers with more than one colour or large logos
- Baseball caps

WHAT TO BRING TO SCHOOL

Every day, pupils should bring:

- Chromebook (Fully Charged)
- Pen / Pencil
- Jotters

On the some days, it will be necessary to bring items for specialist subjects ie.

For Art & Design:

Pencil, 1 black biro/fine liner pen and a rubber.

For Home Economics:

Container to carry food home in when pupils are cooking, cold storage is available within the department for pupils to leave their cooked items until the end of the day.

For Design & Technology:

All pupils should come equipped to class with a pencil and rubber. In the interests of health and safety, it is expected that all pupils wear sensible footwear when in the workshop. Any pupils with long hair should bring a hair tie to tie their hair back during practical lessons.

For Physical Education:

All pupils should bring a complete change of clothing for PE

Indoors: A pair of shorts and a change of T-shirt are required, as well as socks and training shoes (not with black or marking soles).

Outdoor: tracksuits and sweat tops can be worn outdoors in cold weather. Studded football or hockey boots are strongly recommended from a performance and safety point of view. We also recommend pupils wear the Harlaw Academy PE top which can be purchased from Thistle Sport. Other school items such as hoodies, shorts and tracksuit bottoms can also be purchased if required.

All outdoor games take place at Harlaw Academy Playing Fields, Groats Road, Hazlehead. All items of jewellery must be removed in preparation for class. This includes watches, necklaces and all types of body piercing. Pupils who get body piercings during term time and are unable to remove them will not be allowed to participate fully in PE. Pupils who wish to be excused from participating in Physical Education on medical grounds must provide the school with a note of explanation from their parents. Pupils who are excused from PE should still change into their PE kit and contribute to the lesson in other ways.

SENIOR PRESECTS & HOUSE CAPTAINS

Senior Prefects & House Captains are encouraged to apply at the start of S6 in June. The application process is in four parts, a written application, video short, group task and individual interview with a panel. Successful candidates are appointed before the Summer Break.

PREFECTS

As pupils return for S6 it is with an expectation they are also Prefects. This means they are responsible for setting a positive example to the rest of the school and assisting with Prefect Duties. There is also an option to wear the S6/Prefect Tie.



PUPILS REPRESENTATION

Each form class has representatives for the pupil council. This means there are approximately 70 pupils who have a role to represent pupil views and influence school improvement. The pupils meet monthly with their guidance teacher to raise ideas and issues identified by their peers about various aspects of the school. The pupil council present these to Mr McLaren and feedback to their year group e.g. during form, PSE, at assemblies.

PUPIL PARTICIPATION/VOICE

In classes too pupils are increasingly involved in setting targets, learning conversations and peer evaluation. We are trying to open the learning and actively engage the pupils in their learning – seeing the unique journey they are on and helping them to be more ambitious for themselves. Guidance and other support staff will also seek a pupil view for issues which affect them and we try to include pupils in any meeting where their progress or support is being reviewed. The UN convention states that “every child has the right to have a say in all matters affecting them and to have their views taken seriously” (article 12). Articles 13, 14 and 15 also include strong references to the importance of pupil voice and pupil participation. As a school we will strive to promote meaningful pupil participation and voice as we believe this will ensure pupils will show a greater commitment to their work and play an active role in school improvement.

TRANSPORT AND TRAFFIC

There is no school bus service to Harlaw Academy. At 3.05pm each day however, two service buses leave from the front of the school to take pupils to Garthdee, via Holburn Street, Broomhill Road and Auchinyell Road. These are public service buses, and are often used by members of the public from Holburn Street onwards. There are no escorts on these buses. We would like to draw the attention of parents to the increased traffic flow, especially at peak times, in the Holburn Junction area and on Holburn Street. We are concerned for the safety of all our pupils travelling to and from school and we ask parents to support us by constantly reminding their children of the need to exercise great care on the roads. Parents dropping off or collecting children from school by car cannot use the school car park for this purpose. The safety of the young people who attend Harlaw Academy is our first concern and parents driving through the school car park at the beginning and end of the school day pose a significant risk. We appreciate parental support in this matter.

NB Special buses, free of charge, are provided to take pupils on games periods to and from the playing fields at Hazlehead or the Sports Village.

LOCKERS

Lockers are only available to pupils who have a specific reason. If pupils think they need a locker they should discuss this with their Guidance teacher in the first instance.

SCHOOL MEALS

Aberdeen City Council schools are now using a new system for school meals, called ParentPay, which is the online payment service for school meals. ParentPay provides customers with a seamless school meal service enabling parents/ carers to make fast and effective cashless top ups for school meals at any time of the day, view meal selection and receive support and advice from ParentPay. All of this is accessed through a secure online ParentPay account. Cash top-ups at the school are now no longer be available, therefore, it's important that parents activate their ParentPay account as soon as possible to allow them to continue to pay for school meals. Meal choices for all secondary pupils (including those in receipt of free school meals) can no longer be purchased using an Accord/ National Entitlement Card and can now be purchased over the counter using a PIN number. When your child joins Harlaw Academy we will send you an email with information on how to activate your ParentPay account.

Once your account has been activated we will provide you with a PIN number which your child should use when purchasing school meals and snacks over the counter in the school canteen.



LIBRARY RESOURCE CENTRE

The Library Resource Centre is a cross-curricular department which provides a service to pupils and staff in support of curricular and non-curricular activities in the school. The Library is open from 8.30 am to 4.00 pm, making it an ideal place to do homework after school. It is closed at lunchtime from 12.30-12.45pm. There is a wide range of fiction and the librarian works closely with the English department to promote reading for pleasure. Pupils in S1 and S2 visit the library once a week with their English teacher for quiet reading. The LRC also stocks a large range of non-fiction books and subscribes to an online web resource, Issues Online. There is also a collection of reference books for use within the library. The computerized catalogue and issue system allows borrowers to request and reserve books.



Thirteen computers linked to a B&W printer, offer access to the school network. Prospectuses for UK universities and colleges are available for consultation within the library or for overnight loan. There is a collection of study guides and past paper books for a range of subjects at Nat5, Higher and Advanced Higher level. Enquiry and information-handling skills play an important part in many of the courses in Harlaw Academy. The Library Resource Centre has a key role in promoting and developing these skills. More information about the library, including links to helpful websites, can be found on the Harlaw Library blog, which can also be accessed through the link on the Harlaw Academy website. The library is also on X (twitter) @HarlawLibrary and Instagram @harlawlibrary. The library is a welcoming place for pupils to gather at break and lunchtime throughout the week for reading, study, homework and colouring in. The Harlaw Into Film club meets at lunchtime once a week in the library to watch films. Friday lunchtimes are for board games.

EDUCATION MAINTENANCE ALLOWANCE

An EMA is a payment of £30 per week, paid directly into your bank account if you stay on in school, college or in home education after your official school leaving date. Education Maintenance Allowances (EMAs) are part of the Scottish Government's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families. These allowances are financial support for 16-19 year olds who stay on in full time non-advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education). Aberdeen City Council pay EMAs, on behalf of the Scottish Government, to eligible school students. EMAs can be applied for online https://integration.aberdeencity.gov.uk/service/education_maintenance_allowance___apply.

5. Welfare & Safety of Pupils

TRANSITIONS

Transitions can have a big impact on children's learning and wellbeing and it is important that parents are well informed to help them support their children as they move on to different stages of learning. Transitions can include moving to primary school from early years learning, moving from primary to secondary school, moving to the senior phase of Curriculum for Excellence and then post-school learning, training or work. Transitions also include any changes in a pupil's learning journey, for example when a pupil changes school or when learning is interrupted.

At Harlaw Academy, we have a Principal Teacher of Guidance for transition whose role is to work with all of our Primary colleagues, planning carefully to ensure that all children and young people experience as smooth a transition as possible into secondary school. All pupils across our Associated School Group (Broomhill, Ferryhill, Hanover Street and Kaimhill schools) attend curricular link events at Harlaw Academy from P6. We also have transition events in June of P7 for all of the young people who will start with us in August. Pupils who need an enhanced transition or extra support have a well-planned transition and Academy staff are made aware of the needs of all young people being admitted to the school, whether in August or throughout the school session.

If you would like more information for pupils transitioning into Harlaw Academy in S1, please contact Ms Tunilla on 01224 589251.

Transitions from Junior Phase to Senior Phase of Curriculum for Excellence is done in partnership with parents. Parents have an opportunity to attend curricular information evenings and all of the information is also available on our website. Principal Teachers Guidance are key people for young people in supporting them with curricular choices and post school planning. If you would like to contact your child's Guidance Teacher, please call the main school number on 01224 589251:

GUIDANCE

In order to ensure that each pupil achieves success, makes the most of the opportunities available to them, and is able to cope with the demands of secondary school, the school provides a team of staff to support our young people. These are the Principal Teacher of Guidance; the Year Head; the Form Teacher; the Principal Teacher Support for Learning and the Support for Learning staff. Together, these key members of staff ensure that each young person is well known to them so that appropriate support and advice is provided throughout a pupil's school career. These include:

1. induction into secondary school
2. personal and social development
3. curricular progress - ensuring that each pupil is making appropriate progress
 - monitoring timekeeping and attendance
 - choice of courses in S3 to S6
 - planning future pathways beyond school
 - dealing with difficulties arising from the child's environment which affect his or her life in school.
 - Coordinating support with school staff and/or external agencies

Your child will have the same Guidance Teacher throughout their time at Harlaw Academy. Guidance staff get to know each individual child well and the staff become well known by their pupils. All pupils meet with their Guidance Teacher once per week in their Personal and Social Education class.

All information about a child which circulates in school passes through their Guidance Teacher. As well as providing pastoral care for the pupils in their group, Guidance staff have an oversight of each child's curricular progress meaning they are in a strong position to provide advice on which subjects to choose and on choice of career and pathway. Principal Teachers Guidance have Assemblies and are key people to support your child in times of transition.

The Guidance Teachers for school session 2023 - 24 are:-

Ms Tunilla, Guidance Teacher for primary transition

Mrs Wilson, Guidance Teacher for S1

Mrs Nepute, Guidance Teacher for S2

Ms Lawrenson, Guidance Teacher for S3

Mrs Kermath, Guidance Teacher for S4 (PT Pupil Support Leader)

Dr McIntosh, Guidance Teacher for S5

Mr Nelson, Guidance Teacher for S6

YEAR HEADS

The role of the Year Head is a vital one in the operation of the school. Year Heads provide dedicated support for cohorts in addition to the Guidance Team. Year Heads work closely with Principal Teachers of Guidance and parents and provide support to the same yeargroups on an annual basis.

ALLOCATION OF YEAR HEADS:

The allocation of Year Heads be as follows:

Mrs Lawson	S1 and S2
Mr Craig	S3 and S4
Mrs Esslemont	S5 and S6

FORM TEACHERS

Each Form Teacher sees the pupils in his or her Form class for the first 12 minutes every day. This gives the opportunity for a good relationship to be built up between teacher and pupils.

Duties of Form Teachers:

- Registration of the class, monitoring attendance, chase absence notes.
- Read the Bulletin and provide information as required.
- Check pupils are meeting the school's dress code.
- Pass on useful pupil information, for example family bereavement or pupil achievement.
- Referring concerns, for example about behaviour, bullying, relationships, child protection.



SUPPORT FOR LEARNING

The Support for Learning department is a team of teachers and Pupil Support Assistants who work with colleagues across the school to support pupils achieve and feel included at Harlaw.

Pupil Support Assistants help pupils in the full range of subjects and beyond. Things they do to support include:

- Helping pupils to understand and complete class work
- Reading and scribing for pupils in class and during assessments
- Taking part in lessons alongside pupils to model good learning behaviour
- Providing 1st Aid support
- Helping to navigate the building safely
- Running a lunch-time club
- Supporting with personal care if needed
- Acting as friendly, supportive role models
- Preparing resources
- Liaising with teachers about pupil class work
- Using nurturing activities such as arts and crafts to build relationships
- Advising on strategies that help individual learners

Amongst other things teachers in the SfL department:

- Run two nurturing class rooms for pupils who need a safe, quiet base
- Teach bespoke small group lessons to develop pupils' numeracy and literacy skills
- Teach different subjects to help pupils keep up with class work and complete qualifications
- Assess pupils learning, including carrying out dyslexia and dyscalculia screeners
- Carry out observations to advise on what works for individual pupils
- Share information about pupils learning and support strategies with class teachers
- Deliver interventions focused on wellbeing
- Create and maintain Individual Education Plans for appropriate pupils in partnership with colleagues
- Liaise with specialist agencies including Educational Psychologists, Autism Outreach, Hearing and Vision Support and others

The SfL department also:

- Plays the key role in ensuring Additional Assessment Arrangements are in place for pupils where appropriate. Some pupils may get extra time, a quieter room, use of ICT and so on in exams. The SfL team will speak to pupils, parents and teachers about this as and when required.
- Provides classroom resources for pupils with additional support needs, for example coloured reading rulers and jotters.

- Supports pupils to apply for and attend College Link courses.
- Identifies and provides training opportunities
- Organises school transport for entitled pupils

SKILLS DEVELOPMENT SCOTLAND

As Skills Development Scotland, we support Harlaw pupils to make informed choices for their future by providing career information, advice and guidance.

SDS has advisers in School who both meet pupils individually to discuss their plans and speak to whole classes during PSE. Having the right information or knowing how to get it helps when they need to make decisions about what they do in the future.

Pupils register on www.myworldofwork.co.uk from S1 and are encouraged to access the range of online resources throughout their time in School. There is useful information on this site for parents.

YOUR ROLE, OUR ROLE:-

Research shows that the most influential figures in children's career choices are parents and carers, and to achieve the best outcomes, it's important to start conversations early. But to make our work effective, we need to deliver it in partnership with parents. By talking about careers with your children as early as you can, you'll be able to help them find a job that offers them the future they want. But it can be difficult to know where to begin. Our discussion guides, written by expert careers advisers and designed to mirror your child's milestones, will provide the steps you need to approach these conversations with confidence. From subject choices to the jobs of the future, routes to entry, to what to do when they don't get the exam results they need – we've got credible, up-to-date advice on critical issues.

www.mykidscareer.com

www.myworldofwork.co.uk

www.apprenticeships.scot

www.digitalworld.net

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 utilise its resources and expertise 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. 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, a 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.

GETTING IT RIGHT FOR EVERY CHILD

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

The policy is based on a number of core principles and values. 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 will have an "establishment contact person" based in either health or education. The "establishment contact person" will be the first point of contact when a child, young person or their family or carers wish to access support or advice. In Harlaw Academy the "establishment contact person" for each child is their Guidance teacher. 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 <https://www.aberdeengettingitright.org.uk/>

EXPECTATIONS

The UN convention on the Rights of the Child makes explicit that every child has the right to an education (article 28) and that this education develops their talents to the full (article 29). Every time other children disrupt learning or these basic rights of all children are denied. Our expectations are set out in 3 simple statements:

- Respect People
- Respect Learning
- Respect Community

These translate into the following actions for everyone in the school.

- School is a workplace and everyone has a role in ensuring we can all be safe, successful, get on with work and with our work/classmates.
- Good work habits once established and need to be built on every day.
- Teachers will set high expectations of all learners and will encourage all learners to set high expectations of themselves.

Lessons will start on time they should not be disrupted by pupils arriving late, without equipment/work needed or plugged into music/phone.

Staff will deal with disruption in a calm/non-confrontational manner.

Class routines include – jackets off, phones away, work out, ready to work

We expect "best work, first time, on time every time". Achieving this will reduce workload for pupils (and for staff).

Teachers will set clear learning intentions and success criteria to help pupils focus on the activity and to provide pace/purpose to the learning.

Work will be varied so that different types of pupils can cope with it.

Pupils should ask for help promptly/politely and not disrupt teaching or distract others.

The teacher will use the 3 behaviour statements (respect people, respect learning, respect community) to highlight any concerns.

When a concern is raised pupil(s) involved should do as they are asked without argument, protest or fuss.

We encourage pupil involvement in class agreements but the teacher has the final say.

Homework and deadlines will be set on google classroom. Deadlines must be met – we need your best work, first time, on time, every time.

Where pupils fail to meet these heightened expectations we will:

- Try to bring about an improvement by reasoning with the pupil.
- Seek to get learning back on track as soon as possible for the pupil.
- Act in a manner which is supportive and restorative for the pupil.
- Where things are not improving seek to inform and involve other staff as well as parents/carers.

- Seek to balance the needs of the individual with those of the wider pupil population who also.
- have to benefit from articles 28 and 29

In Harlaw Academy the people most likely to take away the right to an education (article 28) which will develop talents to the full (article 29) are their classmates those who turn up late, without the work and/or disrupting the lesson. The expectation is that we act in ways which promote our own rights and which respects the rights of others to work as a rights respecting school.

RESPECT FOR LEARNING

Young people learn and behave best when they understand what is expected of them and when they are positively and consistently encouraged to behave well. It is with this in mind that the set of 'Classroom Rules' has been devised. These classroom rules and routines promote both good classroom practice and a safe, positive environment. They encourage mutual respect and good manners, as well as reflecting the overall desired ethos and culture of the school. The need for a set of classroom rules and its importance are explained and clearly communicated to all pupils on a regular basis. These rules are displayed prominently in every classroom and are applied consistently by staff across all teaching areas.

- Arrived on time prepared to work
- Always follow instructions issued by staff
- Stay on task all lesson
- Treat all staff and pupils with respect
- Take care of your classroom, equipment and resources

To make the most of your time at Harlaw Academy we expect young people to:

- Be on time every day.
- Be prepared for ready to start each lesson.
- Remove outdoor clothing on entering school building.
- Be polite and courteous to everyone.



- Be in school uniform for school every day.
- Do your best work in every class all the time.
- Behave responsibly and safely in class and around the school.
- Be sure to follow instructions from all school staff.

Pupils must not:

- Eat in class or other areas of the school not designated for eating
- Use offensive language in school
- Bring cigarettes to school
- Smoke anywhere in the building or the school grounds
- Bring anything to school which might endanger other people.
- Bring illegal substances or alcohol into school or the school grounds, nor be under the influence of illegal drugs or alcohol in school - this will probably lead to exclusion from school.
- Supply other pupils with alcohol in the school or the school grounds, or away from the school. This will probably lead to exclusion from school.
- Supply other pupils with illegal substances in the school or school grounds. This will probably lead to permanent exclusion from school.

MOBILE DEVICES

- Mobile phones should be switched off and kept out of sight during lessons.
- Mobile phones can be used out with class time – before 8.25am, at morning interval, lunch and after school. Mobile phones should not be used between classes.
- When phones are being used on school premises out with class time, they should be kept on silent mode and soundless features such as web browsing and messaging should be used.
- Pupils should protect their mobile phone number and keep a note of who they give it to. This can help to reduce the chance of receiving unpleasant, insulting or threatening messages.
- It is unacceptable to take a photograph of a member of staff or a pupil without their permission.
- Under no circumstance should mobile phones be out in PE changing rooms.
- The SQA strictly prohibits mobile phones from being taken into examinations. The SQA has a zero tolerance policy if any pupil is found in possession of a phone in an exam hall/room.
- Pupils must note that it is *a criminal offence* to use a mobile phone to menace, harass or offend another person.
- Pupils must ensure that files stored on their phones do not contain violent, degrading, racist or pornographic materials (text and/or images).
- Inappropriate or malicious activities using mobile phones and/or social media may lead to exclusion from school.



THE EFFECTS OF PRAISE AND ENCOURAGEMENT

It is important to emphasise the vital part which praise and encouragement play in motivating pupils to do well. Pupils deserve to be praised for individual performances, and also when a whole class performs well. We use the house point system for tracking how successful pupils have been through the year as well as other certificates and achievement forms.

DISCIPLINARY PROCEDURES

At Harlaw Academy we have kept the route through the disciplinary procedures system as short as possible. The system described below is not prescriptive and teachers will use their judgment as how best to deal with any issues that arise.

- Verbal warning is issued to a pupil, who is displaying unacceptable behaviour. This may be accompanied by a change of seat with in the classroom.
- If the behaviour fails to improve, a Home School Information Form will be issued. These should be signed by the parents and returned to the teacher issuing the slip. Copies of the Home School Information Form, should be sent to the YH and PTG for information, when issued.
- Class teachers may use the Departmental Detention System.
- For more serious or repeated misbehaviour, the teacher may decide to record the incident using a Discipline Referral Form or via SEEMIS Discipline Referrals. This is to be sent to the Faculty Head for action.
- The Faculty Head may decide to deal with the matter by putting the pupil on Departmental Detention. If the matter is deemed to be more serious, the Faculty Head may refer on to the Guidance Teacher.
- The pupil would be seen by the Guidance Teacher as soon as is practicably possible and will decide on appropriate action.
- Harlaw Academy operates zero tolerance on such issues as swearing at teachers, fighting anywhere in the school, drugs-related incidents. This type of behaviour may result in Temporary Exclusion of the pupil from the school.

RESPECT FOR PEOPLE/ANTI-BULLYING

The school has an Anti-Bullying Policy that is on our website. This policy was updated and launched in November 2016. (This policy is currently under review). Please read it carefully and contact your child's Guidance Teacher or Year Head if you would like to discuss any bullying issues.

CHILD PROTECTION

Given on-going public concern on the subject of child abuse and changes in the law, schools are now required to report if we think any young person has come to harm as a consequence of possible abuse. Each school has a Named Senior Member of Staff appointed to be responsible for Child Protection matters. In Harlaw Academy that person is Mrs E. Kermath, PT Pupil Support Leader. Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school. As a school, we have good contacts with Medical officers, Social Workers and the Police – any or all of whom may become involved if abuse is suspected. We will always ensure that you are informed and participate in any action which we may initiate regarding your child.

EMERGENCY CLOSURE PROCEDURES

Harlaw Academy has well developed plans for dealing with school closures due to adverse weather conditions or any other emergency. These procedures are regularly reviewed and are available on the school website for parents. Being a city centre school, we are well served by public transport, but we have to take into account the fact that, in severe weather, the public transport service may be disrupted.

Once the decision to close is taken, pupils are dismissed from the school according to their usual means of getting home. Any pupils that cannot make their way home safely are supervised in the Assembly Hall until collection by a parent or guardian. Parents can get up to date information on school closures by calling the school information line on 0870 054 1999 followed by Pin Code 011050. The information supplied to parents will be up-dated regularly. The school will also send a Groupcall text to all parents in the event of any school closure.

SCHOOL NURSE

Harlaw Academy has a School Nurse based in the school. The school health service aims to improve the health and wellbeing of school aged children and young people, thereby improving the health of our population.

The school nurse team offers targeted intervention for a wide variety of topics to support your child including:

- Healthy diet, nutrition and exercise
- Mental health and wellbeing
- Interventions and educational advice regarding smoking, drugs and alcohol
- Sexual health education (appropriate to the child/young person's age)
- Those identified with medical needs
- Transition from primary to secondary education

The school health team work in partnership with education colleagues, Community Child Health Specialist Doctors, specialist nurses, immunisation nurses and many other members of the wider NHS support services. Harlaw Academy offers a confidential "Open door" policy for all children to access the school nurse service should they feel they require additional support. Parents and careers may also contact the school nurse service to access support at any time.

CONFIDENTIALITY

Children and young people under the age of sixteen have the same right to confidentiality as those over the age of sixteen and any breach must be legally justifiable. A young person does not need parental consent to access Health Services. If a health professional deems that an individual is capable of understanding, then they have the legal right to make decisions and give informed consent or refusal for their treatment.

The nurse can be contacted through the school.

ACCIDENT OR ILLNESS

In all cases of serious accident or illness the School will take steps to inform the parent or guardian as quickly as possible while giving priority to dealing with the pupil. For this reason it is important that parents have provided the School with an emergency contact telephone number apart from the home number. Under no circumstances should a pupil who feels ill or has had an accident, go out of school without permission.

Please 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, whether incurred within or out-with the Academy. Such insurance is viewed as a parental responsibility. Aberdeen City Council does hold third party liability insurance which indemnifies the council for claim from third parties e.g. parents of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or it

CARE OF PROPERTY

All personal belongings, such as clothing, school books and equipment, should be clearly marked with the owner’s name and carried in a suitable bag. Pupils must not leave money or valuables in cloakrooms or changing rooms, in their bags or in desks. Parents are advised to ensure that if a pupil takes a high value item to school it is adequately insured. The school does not encourage pupils to take such items in and has no facility to cover for loss or damage. Special arrangements are made by Physical Education staff for the safe-keeping of valuables (including jewellery) during Physical Education periods.

The chewing of gum is prohibited on Academy premises because of the potential damage to clothes and furniture. Please note that personal property, including all forms of personal transport, is brought to school at the owner’s risk; also, that damage done to other peoples or Education Authority property - clothes, books, equipment, building fabric - must be paid for.

6. Learning and Teaching

OUR LEARNING AND TEACHING FRAMEWORK

Self-evaluation processes combined with the Education Scotland inspection of 2019 highlighted the need to ‘improve the quality of learning, teaching, and assessment so that young people’s experiences engage them and meet their needs’. In 2020/2021 we increased our curriculum offer and we continue to widen our curriculum offer by increasing the range of subjects across all Faculty areas.

SCQF 2/3/4	SCQF 5	SCQF 6	SCQF 7
<ul style="list-style-type: none"> Media studies Business with IT Design and Manufacture Creative Arts 	<ul style="list-style-type: none"> Media Studies Business with IT RMPS Laboratory Skills Design and Manufacture Travel and tourism Sport and fitness 	<ul style="list-style-type: none"> Health and fitness leadership Politics RMPS Photography Environmental Science 	<ul style="list-style-type: none"> Referee development award

In session 2021/22, our focus was very much on the development of LT&A. Our LT&A Short Life Working Group, consisting of teachers from across the school, sought to identify the specific areas we required to develop. Using the HMIE summary of visit findings and our own self-evaluation as a guide for improvements, Key professional learning has been undertaken to upskill staff, increase professional knowledge and understanding and in so doing increase our capacity for improvement. The work and views of the group have been shaped by the following professional reading and research;



- LT&A policies from other schools
- Barak Rosenshine’s Principles of Instruction
- Tom Sherrington’s “Rosenshine’s Principles in Action”
- Metacognition & Self-Regulated Learning Guidance Education Endowment Fund Report
- Education Scotland Inspection Reports for schools where Learning, teaching and Assessment was rated as ‘Very Good’ or Excellent.

This, combined with professional learning visits to Larbert High School, Peebles High School, XP school Doncaster and Academies of Nashville, Nashville Tennessee, has allowed our SLWG to create the [Harlaw Academy Learning framework](#) and [Quality Assurance processes](#). Based on this professional learning, our three Principle Teachers of Learning and Teaching have undertaken professional development in the areas of Oracy and Practitioner Enquiry. This increased capacity is driving forward improvement of our approaches to Learning, Teaching and Assessment through a range of professional learning inputs including Lunch & learn sessions, Collegiate Activity Time and INSET.

THE CURRICULUM

From the time young people start at Harlaw Academy we encourage them to be ambitious, excellent and the best they can be. We aim to provide a curriculum that is inclusive and ambitious for all providing academic challenge, developing skills for learning, life and work.

Our core curriculum is based on three principals:

- A curriculum that it is open and accessible for all
- A curriculum that is coherent
- A curriculum that provides progression

It is important that pupils understand the purpose of their learning and the activities they are engaged in throughout their time at Harlaw Academy. Courses are planned so that pupils understand the relevance of their learning to their lives, present and future. Each course and activity is developed and delivered with a focus on improving attainment and achievement of all young people and on their progression to positive and ambitious post-school destinations. Pupil engagement and participation is encouraged and recognised, and wider achievements celebrated. Pupil voice plays a key part in shaping the direction of the school and curriculum. Harlaw Academy is a Rights Respecting School. We continue to work on poverty proofing the curriculum and the extra-curricular offer to ensure that opportunities are available to all

BROAD GENERAL EDUCATION (S1–S3)

The Junior Phase is an important period for personal development; young people should extend their knowledge and skills substantially as well as developing their strengths and interests further. Pace, challenge and motivation for learning needs to be sustained during this stage to ensure a successful transition into the Senior Phase.

All pupils will have the opportunity to develop within the four contexts for learning:

- Curriculum areas and subjects.
- Interdisciplinary learning.
- Ethos and life of the school.
- Opportunities for personal achievement.



S1-S2 builds on P7 and the design principles from Curriculum for Excellence to develop skills, confidence and knowledge from which the youngsters can go on to achieve a successful transition to the national qualifications at the appropriate level for each young person. As they continue to develop the four capacities, the curriculum should enable each young person to:

- Experience learning across a broad curriculum covering languages, mathematics, science, social studies, expressive arts, technology, health and wellbeing and religious and moral education.
- Achieve high levels of literacy and numeracy with opportunities to develop these
- across the curriculum.
- Develop skills for learning, skills for life, and skills for work.
- Experience opportunities for personal development and achievement.
- Focus on health & well-being.
- Experience challenge and success.

All pupils will experience a common curriculum in S1 and S2. At the end of S2 pupils will have the opportunity to personalise their learning by choosing 8 subjects to study in S3 leading into S4. The S3 curriculum should provide suitably challenging progression routes to ensure success in the Senior Phase. Pupils' learning in subjects should be deepened, and expectations raised, with learning becoming more challenging across the third and fourth level Experiences and Outcomes in preparation for national qualifications in the Senior Phase.

SENIOR PHASE (S4-S6)

The three year Senior Phase will allow depth of study at different levels depending on pupil interest, aptitude and aspiration. As well as studying in school, our senior pupils have opportunities to also study courses at our partnership schools within Aberdeen City Campus and at the North East Scotland College (NESCol).

The focus of the Senior Phase is:

- To enable all pupils to undertake a range of national qualifications at the appropriate level to ensure post school progression into a positive destination
- To further develop the knowledge, skills and qualities to support our pupils to take a meaningful and worthwhile place in society
- To further develop skills for life, learning and work
- To experience opportunities for personal development and achievement
- To experience challenge and success
- To encourage and active and healthy lifestyle
- To make a commitment to the school
- To support planning for their future lives, careers and lifelong learning.

During the Senior Phase we will continue to have the highest possible expectations of what our young people will achieve.

ASSESSMENT

Assessment is used for a variety of purposes:

- to find out what a pupil can and cannot do
- to diagnose particular strengths and weaknesses
- to give parents information on progress
- to motivate pupils
- to satisfy the expectations of the Scottish Qualifications Authority.

Assessment is an integral part of Learning and Teaching. It allows both pupils and teacher to have clear picture of progress, and to set targets for the future.

A wide variety of assessment methods are used in Harlaw Academy. These include informal questioning to test pre-knowledge, peer assessment, continuous assessment to determine pupils' strengths and weaknesses in specific skills or areas of knowledge, end-of-unit tests and formal examinations. Apart from internal assessment to determine pupil progress, pupils are prepared for National assessments.

In S4, pupils are assessed for National qualifications. In S5 and S6, Highers, National and Advanced Higher examinations are taken. Pupils in S1 to S3 follow courses as part of Curriculum for Excellence.

HOMEWORK

Homework is an important part of the curriculum in Harlaw Academy. All pupils will benefit from spending time at home reading and revising in order to consolidate and expand on what they have learned in class. The main way of managing homework at Harlaw Academy is through Google classroom where teachers can set homework electronically for pupils.

Regular homework also fosters the habit of study, and makes a valuable contribution to the development of most pupils by helping them to gain confidence in their own ability.

On the school website there are links to SQA, BBC Bitesize and Scholar which provide numerous sources of extra resources and consolidation.

RELIGIOUS EDUCATION

Religious and Moral Education has a statutory place in Scottish Education, and at Harlaw Academy is part of the curriculum for pupils in S1-S5. RME enables young people to explore beliefs and values that people hold both globally and locally, and both religious and secular. RME helps pupils to understand the world they live in and to develop their own beliefs, attitudes and values through reflection, discovery and critical evaluation.

The Department hopes to encourage a community of enquiry and RME is not taught from a faith perspective. Parents with a particular faith background, or none, are welcome to contact the Faculty Head of Social Subjects to find out more detail about specific courses taught. On the grounds of conscience parents do have the right to withdraw their children from RME. Should you wish to do this, please write to the Headteacher.

7. School Activities

SPORTS FACILITIES

The Academy has a full-size Games Hall and a Fitness Room, which were built in 1994. There are also two fully equipped gymnasia. All outdoor games take place at the Academy playing fields at Groat's Road, Hazlehead. This 12 acre stretch of ground contains three football pitches, three hockey and one rugby pitch. We also share an all weather surface with Hazlehead Academy and athletics facilities are available for the summer term. A well designed and spacious pavilion occupies one corner of the site. This was donated by former pupils of Aberdeen High School for Girls.

EXTRA-CURRICULAR ACTIVITIES



Extra-Curricular Activities

Harlaw Academy is proud to run 53 different clubs and activities that pupils can take part in. The wide variety of clubs include Homework and revision clubs, Sports, Gaming and lots of others. These opportunities are open to all young people and updates are provided by activity leaders through the weekly bulletin in Form class. All pupils are encouraged to take part in one or more clubs during their time at Harlaw.

DUKE OF EDINBURGH AWARD

This well respected award is open to all students aged 14 years and over. The Duke of Edinburgh's Award aims to provide an enjoyable, challenging and rewarding programme of personal development for young people. The value to young people is dependent on personal commitment, the learning process and the quality of the experience. Each participant's programme is tailor-made to reflect the individual starting point, abilities and interests. There are three separate awards - Bronze, Silver and Gold with different minimum starting ages and periods of participation. At each level there are four sections: Volunteering, Skills, Physical, Expedition, with the addition of Residential for Gold. Before starting an activity, young people are encouraged to set their own goals. If they aim for those goals and show improvement, they will achieve their Award. Ms M Cooper co-ordinates the award at Harlaw Academy.

INSTRUMENTAL TUITION

In addition to the timetabled provision of Music for all pupils, and in keeping with the Music department's policy of encouraging pupils to make and enjoy music, there is an optional instrumental tuition scheme. Lessons on most instruments are available. Some pupils begin tuition in Primary school, and wish to continue when they enter Secondary school.

As a result of this, there is a limited number of places available which are normally offered to pupils and for which auditions are held at the beginning of the session. Places are also limited by the availability of instruments and staff. Pupils must then attend the appropriate school ensembles and also those organised on a city-wide basis, when they have reached the required standard. Concerts and recitals, both in and out of school, provide an inspirational outlet for practices and rehearsals and take place regularly throughout the session.

WORK EXPERIENCE

Through the Senior Phase pupils are given opportunities for Work Experience. These are opportunities for youngsters to get first-hand experience of the typical conditions in a place of work, and to find out something about their skills, interests and talents. Pupils take full responsibility for themselves, and become more aware of how useful their school subjects will be to them in the future. They may be visits or extended placements. Many pupils, returning from work experience, become more focused on their school work. Pupils prepare for the world of work in their PSE and Skills for Work classes. They are asked to consider their personal qualities, skills and strengths, and identify the type of work they feel would be suitable for them. During the placement, the pupils will be supervised by the firm's staff. Work Experience is usually highly successful for the pupils, giving them an awareness and knowledge of the world of work, and allowing their confidence to grow.

8. Links with Parents

HARLAW ACADEMY PARENT COUNCIL

All parents are automatically members of the parent forum and entitled to serve on, and attend meetings of, the Parent Council. The Parent Council is a group of parents selected to represent all the parents of the children at a school.

The things a Parent Council does include:

- Supporting the work of the school.
- Gathering and representing parents' views to the headteacher, education authority and Education Scotland.
- Promoting contact between the school, parents, pupils, providers of nursery education and the local community.
- Being involved in the appointment of senior staff.

Chairperson Lindsay Hay

The e-mail address of the Parent Council is pcharlaw@aberdeen.npfs.org.uk

The Parent Council have hold a variety of events partly to raise funds and have a number of successful initiatives on the go including the HOP (Harlaw Outdoor Project) to improve the outdoor social spaces for pupils.

The Parent Council also play an important role in increasing the interaction between pupils, parents and staff, thus improving the community spirit in the school.

ADMISSION OF PUPILS

The Education (Scotland) Act, 1981, gives parents the right to request the enrolment of their children in a school of their choice but each secondary school in the City has a delineated zone, commonly called its catchment area, with several associated primary schools. Harlaw Academy's catchment area may be seen in the diagram on page 6.

Pupils living outwith the zone may be admitted to the Academy if their parents so desire and if we have available spaces. Such parents need to submit a placing request to the council.

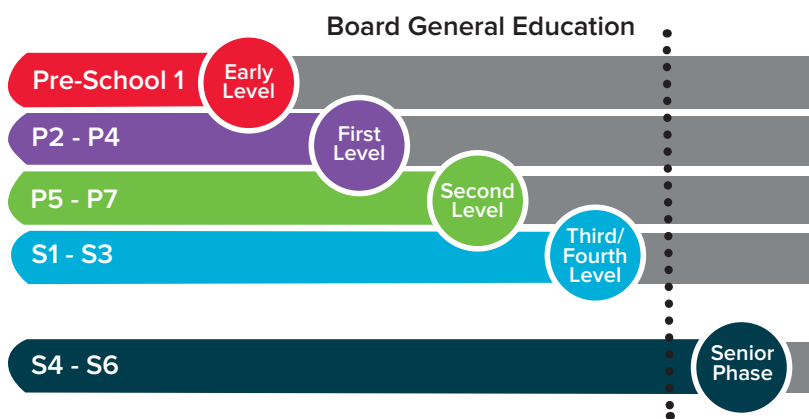
REPORTING TO PARENTS

Dates of reports and Parents' Evenings are issued to parents at the start of the year. We hope that you find our regular approach to parental reports useful. If you have any concerns or queries, please contact the school.

Junior Phase Reporting – S1/S2/S3

Throughout the session parents/carers will receive one summary report and a full report as well as the opportunity to attend a Parents' Evening. The summary report lists the subjects your son/daughter will study in S1-3 and the most recent level your son/daughter has already achieved in those subjects. The summary report also indicates your son/daughter's effort, behaviour and homework. The full report includes specific comments on progress and next steps from your son/daughter's teachers.

The following illustration shows when most children will achieve a level within CfE:



Senior Phase Reporting – S4/S5/S6

Throughout the session parents/carers will receive one summary report and a full report as well as the opportunity to attend a Parents' Evening. The summary report lists the subjects the pupil is studying at the level they have been coursed into. The summary report also indicates the pupil's target grade, working grade, attainment progress and further study recommendation. The summary report also indicates your son/daughter's effort, behaviour and homework in classes. The full report includes specific comments on progress and next steps from your son/daughter's teachers.

Parents' Evening

During the school session, an online Parents' Evening is held for each year group in the school. This gives all parents the opportunity to meet with their child's teachers, to discuss progress and any other concerns which parents may have. Harlaw Academy uses an online booking system through Groupcall to organise parents' evenings. This allows parents to login and book appointments with their child's teachers at a time that suits them. Full details of how to do this are made available on the school website for parents in the run up to each event. We recommend that pupils attend parents' evenings to take part in the discussion with their teachers.

CHANGE OF HOME CIRCUMSTANCES

Parents should notify the school as soon as possible including contact details.

HEAD TEACHER'S LETTERS AND TWITTER

In keeping with Academy policy of keeping parents informed, the Headteacher writes regular letters to keep parents updated on general matters such as staff changes, upgrading of facilities and community service. Harlaw Academy also makes use of twitter to keep people up to date with news and has a number of accounts. We also use Groupcall to keep parents informed.

ADDRESSING CONCERNS AND COMPLAINTS

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

<http://www.aberdeencity.gov.uk/complaints>

When a complaint is made it must be handled in accordance with the Complaints Handling Procedure which provides two opportunities to resolve issues internally. To maintain positive relationships, it is usually better for all, if parental concerns or complaints can be resolved at school level and as quickly as possible.

If a concern or complaint cannot be resolved at the resolution stage, then it will progress to 'Investigation' stage and a detailed investigation into the matter will be carried out. Complaints that are complex, serious or high risk and require detailed, lengthy investigation may be dealt with at the 'Investigation' stage from the outset.

Once the two internal stages of the complaints handling procedure have been exhausted, the complainant must be directed to the Scottish Public Services Ombudsman (SPSO) to carry out an independent external review of the matter. The SPSO is the final stage of the complaints procedure.

Once the SPSO reaches a decision they may contact the council with recommendations for improvement and will provide dates by which the recommendations must be implemented. The council is required to report back to the SPSO and evidence that the required action has been taken.

NATIONAL CONTACTS

NAME & ADDRESS	CONTACT DETAILS
<p>Care Inspectorate (Social Care and Social Work Improvement Scotland) Johnstone House Rose Street Aberdeen AB10 1UD</p>	<p>Tel: 0345 600 9527 enquiries@careinspectorate.com www.careinspectorate.com</p>
<p>Childline</p>	<p>Tel: 0800 1111 www.childline.org.uk</p>
<p>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.</p>	<p>Tel: 0131 313 2322 info@childreninscotland.org.uk www.childreninscotland.org.uk</p>
<p>Enquire The Scottish Advice Service for Additional Support for Learning</p>	<p>Tel: 0345 123 2303 info@enquire.org.uk www.enquire.org.uk</p>
<p>Education Scotland Denholm House Almondvale Business Park Almondvale Way Livingstone EH54 6GA</p>	<p>Tel: 0141 282 5000 enquiries@educationscotland.gov.uk www.educationscotland.gov.uk Education Scotland is an Executive Agency of the Scottish Government, tasked with improving the quality of the country's education system.</p>
<p>Grampian Racial Equality Council (GREC) 41 Union Street Aberdeen AB11 5BN</p>	<p>Tel: 01224 595505 info@grec.co.uk www.grec.co.uk</p>
<p>Parent line Scotland</p>	<p>Tel: 0800 028 2233 www.parentlinescotland.org.uk</p>
<p>Connect Scotland (formerly Scottish Parent Teacher Council) work with parents and educators. They provide information, advice and training, all focused on parental engagement in children's learning.</p>	<p>https://connect.scot Tel: 0131 4746199</p>
<p>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. They provide Nutshells to ensure parents understand changes at government level</p>	<p>https://www.npfs.org.uk/ Rosebery House, 9 Haymarket Terrace, Edinburgh, EH12 5EZ Tel 0131 313 8842 office@npfs.org.uk</p>
<p>The Parent Zone Find out how you can support your child's education; information for parents and carers.</p>	<p>https://education.gov.scot/parentzone</p>

9. Links with Community

Harlaw Academy is a school which serves a community which runs from Garthdee/Kaimhill in the west of Aberdeen, through Broomhill/Ferryhill and the City centre to Hanover Street/Fittie on the East of the City. Around 55% of our pupils/families are from these communities and around 45% of our pupils/families come from all the other areas of Aberdeen.

We therefore serve a very large, varied and diverse population. This can present a lot of challenges as it is a very big geographical area which does not have a single clear identity and which not only serves an immediate neighbourhood but serves the whole of the City and beyond. An added complication is that Harlaw Academy, fairly uniquely, does not sit in its own catchment area (we are located just outside the edge of it) and our sports fields are about two miles to the west of the City near Hazlehead Park. However, rather than seeing these issues as problems we prefer to view them as offering us a unique set of opportunities to our pupils and families.

We are without doubt uniquely placed with some fantastic opportunities on our doorstep – opportunities which include universities/colleges, numerous sports/recreation facilities, museums/theatres and historic buildings, the river Dee and north sea, commerce, businesses, industry, transport hubs – everything a major City has to offer is in our area or very close to it.

With such a set of opportunities on our doorstep we are very aware of two things:

- Our pupils/families are very well placed to make the most of these fantastic opportunities.
- Our pupils are on public show in their community every day and they need to show Harlaw and young people up in a positive light.
- Training/learning providers – Robert Gordons University, North East Scotland College, Aberdeen University.
- Voluntary sector/community groups – ACVO, Aberdeen Foyer, ASCIS/Mental Health Aberdeen, Ferryhill Care Home, Inchgarth Community Centre.
- Public services – Police, Social Work, NHS, Skill Development Scotland, Community Learning and Development, Sport Aberdeen.
- Our former pupils and those who view themselves as ‘friends and supporters’ of the former High School for Girls, Ruthrieston School and/or Harlaw Academy.

Through these links and associations we have secured numerous opportunities for our pupils and we have also ensured that our youngsters are making a positive and sustained contribution within their community. We have also made significant progress in helping youngsters to understand more of their role in promoting Harlaw Academy, and young people, in a positive way. We are the first to acknowledge that we still have much to do in this regard but appreciate all the support we get from the community to identify those youngsters who let themselves, others and their community down from time to time.

Over recent years we also have developed very positive and productive links with our 4 local primary schools. These links ensure primary pupils visit the Academy regularly over P6 and P7 as well as some secondary pupils and staff visiting local Primaries to help out. In addition to our links through the schools we also meet with community partners as a wider Harlaw Partnership forum. This group will ensure different groups within the community help each other out and take forward common issues.

In terms of links with the community our position can be summarised as follows:

- We want to be a school which is; open and welcoming to its community, with a very positive reputation in its community and which prepares its young people to move into their community able to make a positive contribution.
- We also want to be a school which; reaches out to its community, supports those who are vulnerable in our community and promotes our City and our areas of Aberdeen.
- We are keen to work with anyone in the community who can provide opportunities for our youngsters/families or who would benefit from the support of local young people. We are also keen to support any new community groups/businesses to forge links with young people/families and to help any of our new pupils/families to find out what is available to them within the community.



10. Other Information

STAFF LIST: SESSION 2023-2024

Head Teacher	Mr Ross McLaren
Depute Head Teacher	Ms Lauren Lawson
Depute Head Teacher	Mr David Craig
Depute Head Teacher	Mrs Val Esselmont
Support Services Manager	Vacancy
Guidance Staff	Mrs Erin Kermath (PT Pupil Support Leader)
	Ms Gillian Tunilla
	Mrs Ashleigh Wilson
	Mrs Katherine Nepute
	Mrs Jane Lawrenson
	Dr Claire McIntosh
	Mr Ben Nelson
English	Ms Hazel Cunningham, Faculty Head English
	Ms J Thom, PT Literacy
	Mr Greg Meldrum
	Ms Bettina Hutchins
	Mr Kevin Nicholls
	Mr William Morrison
	Ms Georganna Wright
	Mr David Finnie
	Ms Tasneem Islam
	Ms Alaa Saloum (probationer)
Expressive Arts	Mr Drew McIntyre, Faculty Head Expressive Arts
	Ms Nikki Nairns
	Mr Kevin Beirne
	Ms Vivienne Thomson
	Ms Stephanie Murray
	Mr Greg Cahill
	Ms Trudy Hunter
	Ms Laura Plunkett (probationer)
Instrumental Instructors	Mr Alan Haggart, (Brass)
	Miss Hilary Cromar, (Cello)
	Mr Andrew Brown, (Guitar)
	Miss A Smit, (Percussion)
	Miss P Milne, (Piano)
	Mrs Elaine Renwick, (Vocal)
	Miss Collie, Violin / Viola)
	Mrs J Shanks, (Woodwind)

Health and Wellbeing	Mr Paul Connor, Faculty Head Health & Wellbeing
	Mrs Jill Smith (part-time)
	Mr Ben Nelson (PTG)
	Mr Kevin Franklin
	Mr Duncan Grant
	Mr Jon Faulds
	Ms Janice Gilhooly
	Ms Hayley Howey (probationer)
Mathematics	Mr Martin Duncan, Faculty Head Mathematics
	Mrs Emma Beirne
	Mrs Maureen Heath
	Mr John MacFadyen
	Mr John Sullivan
	Ms Tonta Linden
	Ms Villy Koleva
	Ms Ayo Ayoimposi
Modern Languages	Ms Aurore Desavoye, Faculty Head Mod Languages
	Ms Kirsteen Luke
Science	Ms Alison Dangerfield, Faculty Head Science
	Miss Lindsey Coleman (part-time)
	Mrs Clare Tayler, (part time)
	Ms Debbie Green
	Dr Rachel Yeates
	Mrs Kirsty Lennox, (part time)
	Ms Adele Fleming
	Ms Yasemin Williamson
	Mr Chris Coward (part-time)
	Mr Adam Ridley
	Ms E Morgan
	Ms Karen Haig
	Mr Ross Hunter
	Ms Siobhan Liddle
Social Subjects	Ms Nic Fyfe, Faculty Head Social Subjects
	Ms Michelle Lawrence
	Miss Claire Christie
	Miss Jaqueline Munro
	Mr Jeremy Watt
	Mr Ruari Harris
	Ms Megan Hoey
	Ms Jennifer Loudon
	Mr Matthew Angell
	Ms Iona Halliday (probationer)

Support for Learning	Mr B Mitchell, Principal Teacher SfL
	Ms Natasa Zafeiropoulou Principal Teacher SfL (maternity leave)
	Ms Nicki Black Principal Teacher SfL (maternity cover)
	Mr Laurence Bews Principal Teacher SfL
	Ms Agnieska MacIver Principal Teacher SfL
	Ms Ruth Dixon Principal Teacher SfL (Harlaw ASG)
	Mr Alistair Coutts
	Ms Anna Collins
Pupil Support Assistants	Ms Gillian Wood
	Mrs Ruth Howard, (part time)
	Ms Sheryl Hay
	Ms Jennifer Munro, (part time)
	Ms Serilda Fonseca
	Ms Ammany Stephan
Design and Technology	Vacancy, Faculty Head Technologies
	Mr Donald Morrison
Business and Computing	Mr Lee Murray, Faculty Head Business and Computing
	Miss Margaret Cooper
	Ms N Cooper (part time)
	Ms Gillian Bain
	Mr David Campbell
Wider Achievement	Mr Tom Whyte Faculty, Head Wider Achievement
Careers Adviser	Mrs Helen Elliot
Canteen Supervisor	Mrs Moira Garden
	Janitors Mr L Dudzik
Librarian	Mrs Alison Ustun
School Nurse	Mrs M Scott
School Office	Mrs Melanie Fowlie, School Administrator
	Ms Tara Todd, Support Assistant
	Mrs Ros Grant, Support Assistant (part time)
	Ms Andrea Angus, Support Assistant
	Ms Shirley Ewen, Receptionist (part time)
School Technicians	Mr Alex Allan, ICT/AVA (part time)
	Mr Doug Cruikshank, Technical/Art
	Mrs Ann Hodge, Science
	Mr Colin Jaques, ICT/Whole Schol

SCHOOL TERM AND HOLIDAY DATES

Term 1

19 August 2024 to 11 October 2024

- In-service day - Monday 19 August 2024
- Term starts - Tuesday 20 August 2024
- September holiday - Friday 20 September to Monday 23 September 2024
- Term ends - Friday 11 October 2024
- October holiday - Monday 14 October to Friday 25 October 2024

Term 2

28 October 2024 to 20 December 2024

- Term starts - Monday 28 October 2024
- In-service day - Friday 15 November 2024
- Term ends - Friday 20 December 2024
- Christmas holiday - Monday 23 December 2024 to Friday 3 January 2025

Term 3

6 January 2025 to 28 March 2025

- Term starts - Monday 6 January 2025
- Mid term holiday - Monday 10 February 2025
- In-service day - Tuesday 11 February 2025
- In-service day - Wednesday 12 February 2025
- Term ends - Friday 28 March 2025
- Spring holiday - Monday 31 March to Friday 11 April 2025

Term 4

14 April 2025 to 4 July 2025

- Term starts - Monday 14 April 2025
- Good Friday - Friday 18 April 2025
- May Day holiday - Monday 5 May 2025
- In-service day - Tuesday 6 May 2025
- Term ends - Friday 4 July 2025

