

# Meldrum School Newsletter

## 23<sup>rd</sup> September 2020



I would like to thank you all for continuing to follow and support our morning and after school routines, which are in place to keep everyone as safe as possible. We continue to encourage you to follow government guidance and maintain 2m social distancing wherever possible. Please note, no dogs should be brought on to school grounds.

### Annual Data Update

Thank you to everyone who has already completed the Annual Data Update via paper or Parent Portal. We are still awaiting return of over 120 paper/electronic forms. Completing the Annual Data Update ensures we hold up to date information and contact details for your child so I would ask that you complete this as a matter of urgency if you have not already done so.

### Standards and Quality Report and Improvement Plan (SQuIP)

Each year schools are expected to produce a Standards and Quality Report and an Improvement Plan. This document will provide information about the progress of the school to date, the progress towards last sessions planned improvements and identifies our next steps in school improvement. Part of completing this is ensuring that we gather evidence as a basis for our judgements. As part of that, parents, children and staff will be asked for their views about the areas we should focus school improvement on this session and beyond. It is important to note that a major part of our Improvement Plan this session has been and will continue to be COVID recovery. Normally the SQuIP would be completed in June however, due to current circumstances, timescales have changed this year and it will be submitted to Aberdeenshire Council by the October holidays and shared with the school community thereafter. If you would like to provide feedback please do so by completing this form. <https://bit.ly/32WP6Tr>

### Positive Relationships and Behaviour Procedures

At Meldrum School, we encourage pupils to be self motivated to be the best they can be and feel proud of themselves when they do the right thing. We promote and teach pupils how to develop positive relationships and appropriate behaviours. For parents/carers who are new to Meldrum School, a copy of our Positive Relationships and Behaviour procedures are attached for your information.

### Digital Devices and Connectivity

As we are continuing to use Google Classroom for homework this term, we are interested to hear from you about any barriers you are facing at home with lack of digital devices (laptops, tablets etc) or connectivity issues as we may be able to access funding to assist you with this. Please let us know by contacting the school office on 01651 267455 or [meldrum.sch@aberdeenshire.gov.uk](mailto:meldrum.sch@aberdeenshire.gov.uk)

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### Seesaw

Thank you to all the parents/carers who have linked with their child's Seesaw account. Seesaw is a way for your child to share their learning with you. Remember you can like and comment on your child's posts.

### Nursery News

We value you sharing your child's learning at home with us via your child's Interactive Learning Diary online profile. Please take a photo or video of your child displaying any significant learning or achievement at home and share it via your child's Interactive Learning Diary. This will allow staff the opportunity to continue the learning at nursery.

Normally this term, nursery parents/carers would be invited into nursery to share learning but due to current circumstances this is not possible. Nursery staff plan to make a video of a 'typical day at nursery' with children in each group showing you what we do in nursery and all the activities on offer. Mrs Meldrum and Mrs Menzies have also been putting together information to share numeracy and literacy activities we are taking part in outdoors. Links to these will be shared with nursery parents via email and we would value your feedback on these.

As part of our work around 'Developing the Young Workforce', we would love you to take a video of yourself at work and send it to us to share with the children. Your video can be taken on your phone and only needs to be a few minutes long - we are keen to see people in a range of jobs so please share with us if you can.

Children who are 3 years old in 2020 will be receiving their Bookbug bags soon. We will video a Bookbug session to share with you at home to support the use of the books and activities inside the bag.

A reminder that children should come to nursery wearing warm clothing and a thick outdoor jacket as children will be learning outdoors every day. Please also name all belongings.

### Questions or Queries

If you have any questions or queries, please remember to get in touch with us any time via the school office on 01651 267455 or [meldrum.sch@aberdeenshire.gov.uk](mailto:meldrum.sch@aberdeenshire.gov.uk).

Yours sincerely

Carol Harper

Acting Head Teacher



<p><b>Meldrum School</b>  <b>Positive Relationships and Behaviour Procedure</b>  <b>Revised August 2019</b></p>	<p style="text-align: center;"><b>Meldrum School Expectations</b></p> <ul style="list-style-type: none"> <li>• <b>Be Ready</b> for learning</li> <li>• <b>Be Respectful</b> to ourselves and each other</li> <li>• <b>Learn and play Safely</b></li> </ul>
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At Meldrum School, we encourage pupils to be self-motivated to be the best they can be and feel proud of themselves when they do the right thing. We promote and teach pupils how to develop positive relationships and appropriate behaviours.

**Recognition**

Recognition is used to celebrate and praise those who follow the School Expectations. We recognise when pupils demonstrate positive relationships and behaviours and we support pupils who find this challenging. We also recognise those who have shown a special effort to follow school expectations at a particular time and those who go ‘above and beyond’. There is a balance of whole class, group and individual recognitions.

Recognitions may include:		
<ul style="list-style-type: none"> <li>• Verbal Praise</li> <li>• House Points</li> <li>• Green Cards</li> <li>• Stickers</li> </ul>	<ul style="list-style-type: none"> <li>• Class Certificates</li> <li>• Assembly Certificates</li> <li>• VIP Cards</li> <li>• Wall Displays</li> </ul>	<ul style="list-style-type: none"> <li>• Class based recognition systems &amp; events</li> <li>• Golden Moments Book</li> <li>• Visit SLT to share Good News</li> <li>• School Newsletter recognition</li> </ul>

**Role of all Adults in School**

- Model School Expectations
- Apply the Positive Relationships and Behaviour Policy and Procedure consistently
- Recognise pupils who demonstrate positive relationships and behaviours and support pupils who find this challenging
- Fully investigate circumstances of any relationship conflict or inappropriate/unacceptable behaviours
- Use Restorative Approaches to resolve all situations
- Use supportive actions to help pupils learn how to have positive relationships and behaviours
- Ensure any consequences used are appropriate and proportionate
- Teachers will maintain a Cause for Concern Record for pupils when required
- The Senior Leadership Team (SLT) will be informed about Amber Cards and Red Cards and become involved in supporting pupils as detailed in the following tables
- All adults will maintain confidentiality and never share personal information about incidents, supportive measures or consequences with any other third party

**Role of Parents/Carers**

- Model School Expectations
- Support the school’s Positive Relationships and Behaviour Policy and Procedure
- Communicate any concerns regarding their child/ren or any issues which may impact on their child’s relationships or behaviour
- Promote their own child/ren to be accountable for their own relationships and behaviours
- Work in partnership with the school and other agencies (if appropriate) to meet the needs and the best interests of their own child/ren

### Reminders, Amber Cards and Red Cards

Reminders, Amber Cards and Red Cards are used to raise awareness that pupils are needing support to have positive relationships and behaviours in school. Amber Cards and Red Cards are reminders for pupils to work harder at their relationships and behaviours and an indication to school staff and parents/carers that pupils may need some additional support to manage themselves more appropriately in school. Once dealt with, all Amber Cards are retained by Class Teachers and Red Cards should be given to the Depute Head Teachers. The Amber Cards and Red Cards system starts afresh each term.

In the classroom, reminders may include...	In the playground, reminders may include...
Verbal reminders and reinforcement of expectations	Verbal reminders and reinforcement of expectations
Temporary move of seats	Temporarily playing in the Quiet Playground
Time Out of situation by leaving classroom	Time Out of situation by staying inside
Increased adult support	Increased adult support

Amber Cards are issued for inappropriate behaviours	
1 <sup>st</sup>	Discussion between Class Teacher and pupil
2 <sup>nd</sup>	Class Teacher to share concern with parents/carers in person, in a phone call or by email.
3 <sup>rd</sup>	Class Teacher to arrange meeting with parents/carers to discuss how best to support pupil. Depute Head informed of meeting. Pupil encouraged to be at meeting.
4 <sup>th</sup>	Depute Head and Class Teacher to arrange further meeting with parents/carers to consider further support required. Pupil encouraged to be at meeting.

Red Cards are issued for unacceptable behaviours	
1 <sup>st</sup>	Class Teacher to share concern with parents/carers in person, in a phone call or by email.
2 <sup>nd</sup>	Class Teacher to arrange meeting with parents/carers to discuss how best to support pupil. Depute Head informed of meeting. Pupil encouraged to be at meeting.
3 <sup>rd</sup>	Depute Head and Class Teacher to arrange further meeting with parents/carers to consider further support required. Pupil encouraged to be at meeting.

### Actions Arising from the Issuing of Amber and Red Cards

As every individual pupil and details of situations are different, the responses and actions will be specific to individual circumstances. In addition to the stepped actions detailed above, actions may also include:

- Alternative arrangements at specific times during the school day
- Use of Reflection Sheets and/or Target Sheets
- Additional pastoral support
- Intervention Prevention Teacher support
- Pupil Support Worker support
- Advice from School Educational Psychologist
- Single Agency GIRFEC assessment
- Single Agency co-ordinated targeted support
- Seeking advice from Social Work or Health professionals
- Multi Agency GIRFEC assessment
- Multi Agency co-ordinated targeted support
- Courting Exclusion
- Internal Exclusion
- School Exclusion

### Bullying

When groups of children are learning how to be together in the classroom, around the school or in the playground, there can sometimes be conflict between them. This is a part of growing up and learning how to manage tricky social situations and is not bullying. Bullying is **sustained victimisation** and at Meldrum School, allegations of bullying are taken seriously, and we will do everything we can to resolve the situation as quickly as possible.