



**Moore House  
Academy  
Butterstone**



**School Handbook  
Academic Year 2022 - 2023**

**Aspiration, Achievement, Attainment**

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## 1. Introduction

On behalf of The Jane Moore Trust Board, staff, children and young people at Moore House Academy (MHA) - Butterstone, a very warm welcome to you.

This handbook has been written for parents and prospective parents. The purpose of this handbook is to give you a good introduction to the school. It outlines the pupil profile used to inform placements for a child/young person, the vision values and aspirations of the school, and the curriculum provided including our Virtual Academy. We hope that you find the information contained in this handbook informative and comprehensive and that it gives you a real flavour of life here at MHA, Butterstone.

At MHA, Butterstone we aim to provide sector-leading care and education provision for neurodiverse children and young people aged 11 to 18, who require highly specialised teaching, bespoke pastoral care and a range of dedicated services, including Speech & Language Therapy, Occupational Therapy and Psychological Interventions.

Prior to coming to MHA our children and young people may not have been able to sustain mainstream school placements, but here our small class sizes, combined with individualised and bespoke curriculum pathways ensures that they maximise their potential and fulfil their aspirations at MHA, Butterstone.

Our campus is located in a calm, rural environment near Dunkeld, where we provide specialist:

- Day education,
- Residential care and education,
- Virtual learning through our Virtual Academy,
- Outreach education,
- Therapeutic support.

We are excited to be currently working towards the launch of our new Primary Hub which will allow us to admit children & young people aged 9 to 19.

This handbook will also share the views of parents/carers and other professionals who have had a close association with the school. If there is anything you would like to discuss about the school or arrange a visit, please do not hesitate to contact the school.

I look forward to meeting and working with you in the near future.

*Tracey Ford-McNicol*  
**Head of Education**

## 2. School Contact Details

**Address:** Butterstone,  
Dunkeld  
PH8 OHJ

**Telephone number:** 01350 724395

**Website:** <https://moorehousegroup.org.uk/>

**Email:** [butterstone\\_admin@moorehouse.org.uk](mailto:butterstone_admin@moorehouse.org.uk)

<p><b>Head of Education:</b></p>  <p>Tracey Ford-McNicol <b>Email:</b> <a href="mailto:tmcnicol@moorehouse.org.uk">tmcnicol@moorehouse.org.uk</a> <b>Telephone:</b> 01350 724395</p>	<p><b>Depute Head of Education:</b></p>  <p>Craig Martin <b>Email:</b> <a href="mailto:cmartin@moorehouse.org.uk">cmartin@moorehouse.org.uk</a> <b>Telephone:</b> 01350 724395</p>
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## 3. Visiting the School

If there is anything you would like to discuss about the school or arrange a visit, please do not hesitate to contact the school. We look forward to welcoming you.



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## 4. Parental Involvement and Engagement

Working in partnership with parents/carers is a key part of the work of MHA, Butterstone. If there is a concern, we need to know about it so we can work together to find a resolution. You can communicate with us at any time - we welcome the opportunity to speak directly with parents/carers. Contact with the Head of Education or Depute Head of Education is initially undertaken by contacting the school reception.

We share information about the work of the school and information about children and young people through electronic letters, messages on email, newsletters, Standard and Quality reports, Parent Forum meetings, school events - open days, prize giving, sports days - Parent/Carer evenings, discussions with parents about individual children/young people's **My Profiles** via ASN Review, Support or Post School Transition Planning (Senior Phase only) meetings. We encourage parents/carers to speak with us by phone (via school office/reception) or in person when they wish to do so.

Each child/young person has a Key Teacher and they will communicate regularly with parents/carers



We know that schools work best when they have close partnerships with parents and carers. We welcome parental involvement and hope that you will want to get involved in school activities as much as possible. We have parents/carers evenings twice a year, in November and April and monthly Parent Forum meetings (online) during term-time. A full calendar of provisional dates will be sent out to families by the end of August each year. If you have ideas about how to develop parental involvement at MHA, Butterstone and cannot make it to the Parent Forum (which is open to all MHA, Butterstone Parents) please speak to your child/young person's key teacher in the first instance, or by making an appointment with the Depute Head of Education or the Head of Education

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## Staff List (Academic Year 2022 - 2023)

<b>Senior Leadership Team</b>	Tracey Ford-McNicol Craig Martin
<b>Teachers</b>	Pam Biccocchi - Science, Maths & Duke of Edinburgh Owen Jermy - English Roz Rattray - Health & Wellbeing (PE & Home Economics) Stephen Graham - Social Studies Alison Honeyman - Maths Ola Gora - Health & Wellbeing (H & W, RME & Home Economics) Jane Jones - Virtual Academy
<b>Lifeskills Instructor</b>	Cat Hutton
<b>Specialist Tutor</b>	Kyle Strachan - Outdoor Learning Cally Gordon - Outdoor Activities Karin Borland - Art
<b>Specialist Advisers</b>	Nikki MacPhee - Speech & Language Susan Dogan - Occupational Therapy Danya Miller - Sleep Scotland Coral Bell - Education Win Wood - Education
<b>Support for Learning Assistants</b>	Dani Gent Karen Bell Vacant
<b>Psychological Services Interventions. (PSI)</b>	Stephanie Hillman Robert Davidson
<b>Administrative Team</b>	Wendy Beshlishki Fiona McKay
<b>Housekeeping/Cook</b>	Hilda Lawrence
<b>Housekeeping/Cleaner</b>	Vacant
<b>Estates</b>	Derywn Hooper Nikolay Petrov

## School Day

9.00 to 9.20am	Tutorials
9.20 to 9.50am	Lesson 1
9.50 to 10.20am	Lesson 2
10.20 to 10.50am	Lesson 3
10.50 to 11.15am	Daily 10
11.15 to 11.30am	Morning Break
11.30am to 12.00pm	Lesson 4
12.00 to 12.30pm	Lesson 5
12.30 to 1.00pm	Lunch Break
1.00 to 1.30pm	Key Time/Lunch Clubs
1.30 to 2.00pm	Lesson 6
2.00 to 2.30pm	Lesson 7
2.30 to 3.30pm	Lesson 8

## Academic Term Dates

### Term 1 (Autumn)

In-Service (1) Start back at school Staff Monday 15 August 2022

In-Service (2) Tuesday 16 August 2022

Wednesday 17 August 2022 Start back at school for all Children & Young People

### Autumn Holiday

Start Monday 10 October 2022

End Friday 21 October 2022

In-Service (3) Thursday 10 November 2022

In-Service (4) Friday 11 November 2022

### Christmas Holiday

Start Friday 23 December 2022

End Friday 06 January 2023

### Term 2 (Spring)

In-Service Day (5) Wednesday 15 February 2023

### Mid Term Holiday

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Thursday 16 February and Friday 17 February 2023

### **Spring Holiday**

Start Monday 03 April 2023

End Friday 14 April 2023

### **Term 3 (Summer)**

#### **May Day Holiday**

Monday 01 May 2023

#### **Summer Holiday**

Start Thursday 29 June 2023



## **5. School Ethos**

MHA, Butterstone promotes **Aspiration, Achievement and Attainment** for all our children and young people. We work in partnership, challenging ourselves to improve and innovate to meet the individual needs of children and young people in an ever changing world. The school is recognised as a 'can do' school and parents/carers have reported that they feel confident in the school and the opportunities and experiences children and young people have. This is recognised in the weekly Learner of the Week celebration.

Our Vision is for all children and young people to become:

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

### **Our Mission**

To achieve the best personalised outcomes for children and young people through positive, nurturing relationships developed across our education, fostering, residential and psychological services.

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## Our Vision

Every child and young person enjoys positive health and wellbeing; and the best opportunities for learning, life and work.

## Our Values

- Acceptance,
- Innovation,
- Resilience,
- Empowerment,
- Responsiveness

'The school's nurturing ethos supports all children and young people to feel safe and cared for. All staff have high aspirations for each learner and are focused on ensuring that all learners achieve positive outcomes.'

Education Scotland March 2022

## We Aspire to:

- Ensure that health and wellbeing of children, young people and staff is at the heart of everything we do;
- Build positive relationships to develop confidence, respect and trust;
- Provide a unique, stimulating, and nurturing environment which is welcoming and inclusive;
- Create an ethos and culture which fosters shared values and mutual respect, recognising the importance of each individual;
- Ensure children, young people and adults are safe and protected;
- Embed the Moore House Group's PACE model of child development, supported by the Group's Psychology Service (PSI);
- Support healthy lifestyles by promoting healthy eating, physical activity and positive mental wellbeing;
- Enable children and young people to express their views and be actively engaged in making decisions which affect them and others around them - for example via the Student Council;
- Develop skills for learning, life and work;
- Empower children and young people to make choices, become as resilient and independent as possible in preparation for life beyond Moore House Academy, Butterstone;
- Provide opportunities for high quality, purposeful and relevant learning to take place based on children's and young people's special interests;
- Provide bespoke curriculum pathways which are founded on breadth, depth and coherence;

- Provide consistent and effective transitions into school, between year groups and into post school positive destinations - apprenticeships, college and university placements;
- Encourage leadership at all levels;
- Encourage and enable open communication and partnerships between children/young people, their families, Care and Education;
- Be an integral part of the wider community;



## 6. Transitions

At MHA, Butterstone we recognise that transitions can be particularly stressful times for our children/young people and their families. From S4 onwards, we work with local authority teams to plan for our young peoples' futures through Post School Transition Planning meetings.

For every child/young person who is considering a transition into MHA , Butterstone an education/health and wellbeing evaluation is an essential element of being placed in the school/care . This is a holistic and bespoke process, which enables us to build up a profile of the child's achievements, skills, interests, previous learning experiences and aspirations.

"Post School Transition Plan is impressive"  
PKC SW Team (2021)

## 7. The Curriculum

The curriculum at MHA, Butterstone is planned within the principles and guidelines of [Curriculum for Excellence](#) . Ensuring opportunities to develop skills for learning, skills for life and skills for positive destinations post school is central to the opportunities, tasks and contexts. Our curriculum:

- Is 'the totality of all that is planned for children and young people throughout their education'.

- Reflects the individual and collective needs of the children and young people who attend the school from ages 11-18 encompassing the Broad General Education (BGE) and Senior Phase
- Gives children and young people broad experiences and enables them to develop aspirations to achieve and attain.
- Is underpinned by the principles and entitlements of Curriculum for Excellence

"My son is enjoying it so much. Everyone (teachers) is excellent"  
CYP Parent (2021)

Our curriculum is informed by the Curriculum for Excellence and the Experiences and Outcomes describe the expectations for learning and progression in all areas of the curriculum. The experiences and outcomes are grouped under the headings of the curriculum areas:

- expressive arts;
- health and wellbeing;
- languages;
- mathematics;
- religious and moral education;
- science;
- social studies;
- technologies.

#### **Wider Achievement**

- Outdoor Learning/Sustainability
- Community Involvement
- John Muir Award
- Saltire Award

#### **Work Placements/Volunteering**

Young people in the Senior Phase will have the opportunity to take part in volunteering and/or work placements, these will be planned, coordinated and implemented by school staff.

#### **Literacy, Numeracy, Health and Wellbeing**

All staff members have responsibilities to develop core skills of literacy, numeracy and health and wellbeing across learning. All teachers at MHA, Butterstone are working together to ensure a consistent approach to the development of literacy, numeracy and health and well-being.

These three areas are of key importance to our children and young people's development and underpin all aspects of learning. In Curriculum for Excellence, it is the responsibility of all teachers to contribute to the development of these three areas in their teaching, irrespective of the subject they are delivering.

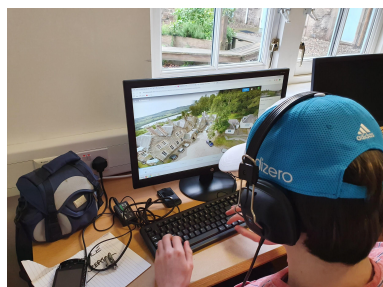
### **Health and Wellbeing at the heart everything we do at MHA, Butterstone**



At MHA, Butterstone, our curriculum aims to provide opportunities to enable our children and young people to achieve their full potential, both as learners and individuals. Our overall objective is for our children and young people to become:

- confident individuals
- effective contributors
- successful learners
- responsible citizens

The 4 capacities were designed to produce a more rounded education with broader achievements being recognised alongside academic attainment.

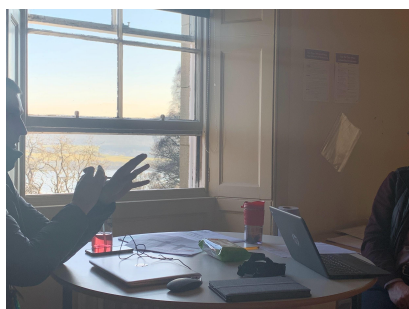


## Career Pathways

### Career Choices

Within school, pupils have access to careers support through a variety of means:

- **Developing Young Workforce (DYW)** - Teachers have access to a wide range of resources relating to vocational pathways. Children and young people, particularly seniors, work closely with DYW Teachers in exploring different vocational and academic options.
- **Careers Advice (Skills Development Scotland)** - This provision operates through appointments for individual young people, in person and also virtually. Our school Careers Advisor is in school regularly and is in attendance at the senior phase young people's Post School Transition Planning meetings. Young people are encouraged to use [My World Of Work](#) for help with CV development, career research, courses and interview preparation within their DYW lessons.
- **Work placements and Volunteering opportunities** - all Senior Phase young people will have the opportunity to participate in work placements and/or volunteering. We welcome suggestions from our young people as well as families as to these possible opportunities, however we will plan, coordinate and implement these to ensure all young people gain fair and equitable experiences.



## 8. Assessment & Reporting

At MHA, Butterstone we want our children and young people to see assessment as part of their learning; so they can acknowledge their achievement. Children and young people will also prepare for tests in certain subjects, supporting them to cope with national examinations in their senior phase.

### Assessment in S1-S3

Assessment is seen as an integral part of teaching and learning in that it helps measure childrens' progress whilst also informing the teacher and child about issues in learning. Just

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as in primary school, children are assessed against set standards, namely Curriculum for Excellence levels, rather than against each other. In this way, they are able to chart their progress as they move through their curriculum.

### **Assessment in S4-S6**

In addition to on-going assessments that are an integral part of the learning and teaching process, we have to focus on preparing our young people for success in external examinations in their senior phase.. In most subjects young people will sit a practice exam, a 'prelim'. These examinations are important as training and preparation for SQA exams, as pupils work within a time limit, and they are scheduled between February and March, at a time that best suits pace of learning and course coverage. Where possible, exams are scheduled around teaching time to avoid disruption to other subjects.

### **Reporting**

#### ***My Profile:***

Each child and young person has a personal profile which:

- Contains essential information including strengths and needs
- Outlines their learning journey from S1-S6 as relevant
- Shows their support wheel and sets out supports and strategies

#### **Attendance & Engagement Report**

Each child and young person has a weekly Attendance & Engagement Report that is shared with all stakeholders, reporting on:

- Attendance,
- Engagement,
- Behaviour

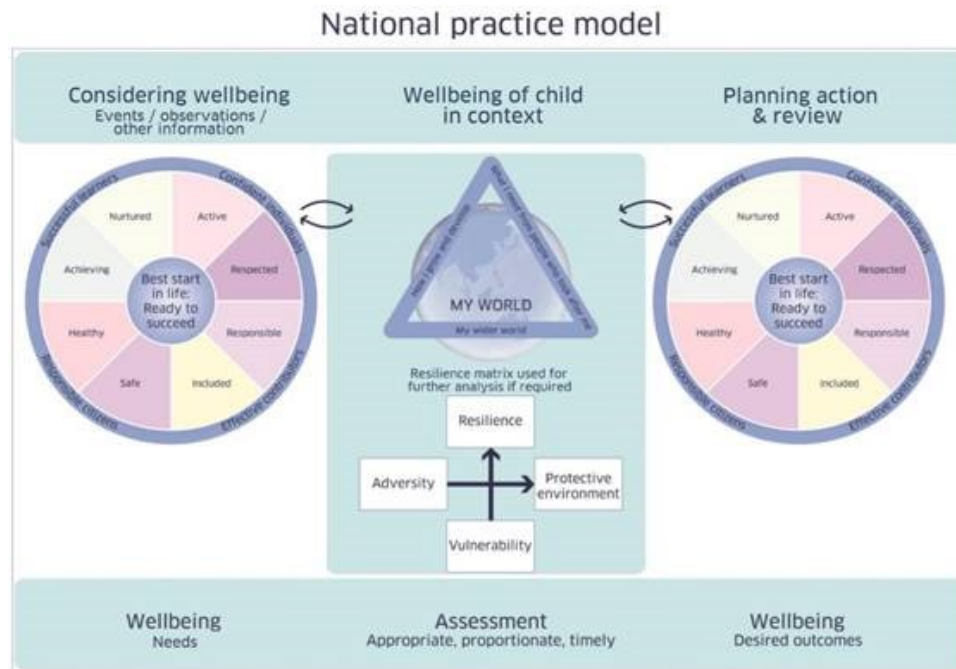
The report provides evidence of progress, attainment and achievement



## 9. Support for Children & Young People

### Getting Right for Every Child (GIRFEC)

MHA, Butterstone follows the National Practice Model/GIRFEC:



### Child Protection

The Head of Education has responsibility for all Child Protection and Safeguarding issues and this includes:

- Establishing a positive ethos which supports and values children and contributes to their welfare and protection.
- Ensuring that child protection guidelines are brought to the attention of all staff.
- Ensuring that all staff receive annual training in Child Protection and Safeguarding.
- Making sure there is a named child protection lead for the school, this is our Depute Head of Education.
- Developing policy and practice to meet national and local authority guidance.

### FRESH Values

Our Values (**FRESH**) is for all children and young people to know and understand how to be:

- Fair
- Respectful
- Engaging
- Safe
- Honest

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## **Health & Wellbeing**

Health and Wellbeing at the heart everything we do at MHA, Butterstone. Our staff work hard to foster excellent relationships with our children and young people throughout the school and develop a unique understanding of each individual and their strengths and needs. Self-regulation skills and kind behaviours are encouraged at all levels. This is essential to develop well being and self esteem, ensure the safety of all and to ensure that all children and young people gain as much as possible from the learning experiences at MHA, Butterstone.

## **Our children and young people's voice and empowerment**

Our children & young people are offered opportunities throughout the day to make choices and have their voice heard as much as is possible for that individual. Every individual is supported to do this in ways which are appropriate to their needs. Children & young people can make choices about activities at key times throughout the week and are able to make choices about Electives and units in the senior phase where staffing and groupings permit. Our Student Council meets on a regular basis to ensure the collective and individual voices of our children and young people are heard.

"Moore House Academy is my safe place. The staff understand me and I know I can speak to them when things are not going well for me. I really enjoy our outdoor learning and I have learned so much using digital technology. I am beginning to believe I can go to college when I leave Butterstone and gain even more qualifications"

MHA, Butterstone young person (2021)

## **Psychological Services Intervention Team (PSI)**

Our (PSI) team offers an extensive range of psychological and educational assessments for children and young people placed in care and those struggling to engage in mainstream services.

The team works in partnership with caregivers and other professionals to provide a range of interventions that best meet the needs of children and young people; reducing risk and developing protective factors.

The team have all undertaken , as a minimum, an introductory four day training course in Dyadic Developmental Practice, Psychotherapy and Parenting (DDP) which underpins practice across the Moore House Group.

## **Virtual Academy**

Our Virtual Academy provides education, including therapeutic support if needed, for children and young people aged 5 to 18 years who are school averse for a variety of reasons. This can include school-based anxiety, friendship issues, anxieties about their home situation,

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bullying, learning difficulties and lack of self-esteem. Our children and young people have real fears and are not simply 'truanting' from school. Their challenging needs prevent physical attendance in school and consequently success in learning.

### **Celebrating Success**

We recognise that our children and young people achieve success in many ways and in many contexts including at home and in the community. Successes and achievements in every area are recognised for all our children and young people throughout their day, at our *Learner of The Week* assemblies.

We have a whole school Celebration event before the Christmas holidays and a Summer Prize Giving in June.



## **10. School Improvement**

Each year, MHA, Butterstone will publish a **Standards and Quality Report** (this can be found on our [Moore House Academy Butterstone](#) website) providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well children & young people are learning and achieving; how well the school is supporting children/young people to develop and learn. We also produce a School Improvement Plan which outlines the key priorities for the school during the year ahead. The plan indicates the expected impact of priorities on our children & young people learning, as well as providing brief information about the key tasks to be taken forward.

The current School Improvement Plan has as its central goals, the effective implementation of Curriculum for Excellence and the continuing improvement of the facilities and skills that enhance the learning experience of our children & young people.

In summary, the key priorities are:

- Health and Wellbeing,
- Curriculum and Learning for Sustainability,
- Use of Assessment & Monitoring Learners Progress,
- Learning, Teaching and Professional Development

## **11. School Policies and Practical Information**

### **Updating of Information**

It is essential that parents/carers inform the school office as soon as possible of any change of address, telephone number or similar basic information. This helps us keep our records up to date and ensures that we can easily contact you, either in an emergency or to pass essential information to you.

### **Procedure in the case of child or young person being absence or sick**

Parents/carers should please contact the school office before 9.00am (and leave a message) to let us know if their child/young person will be absent, this includes for appointments. Please keep us informed of any ongoing absence.

A member of the school administrative team will contact parents/carers by 9.30am if there has not been a communication about absence or sickness.

### **Procedure if a family are planning to have a holiday within term time**

Parents/carers should please contact the Head of Education, in writing, to inform them of any out of school holiday requests. It is important to note that changes to a child or young person's routine can have an effect on the:

- individual's attainment and achievement,
- reintegrating back into school,

### **Complaints Procedure**

Moore House Academy, Butterstone strives to provide a high quality service, however recognises there may be instances when it is felt the standards expected have not been achieved. It is important these instances are shared with us so we can learn as an organisation and improve our services to all. It is also important to ensure we have a shared understanding of any issues which have arisen.

### **Dress Code**

Our dress code consists of a pale blue polo shirt/pale blue tshirt and a navy blue hoodie/jumper embroidered with our school logo. Please note that although this is our recommended dress code, we acknowledge that children and young people need to feel comfortable to get the most out of school. Please speak to your child's key teacher if you have any questions.

### **School Meals**

Lunch and a morning snack are provided for all children and young people at no additional cost. Meals are prepared by our cook, and wherever possible are served in the school dining hall. However, meals can also be eaten in quieter areas. Please make sure you inform our administrative team in writing of any specific dietary requirements and keep us up to date of any changes. Note that nuts should not be brought into school due to allergies.

### **School Trips**

Our children & young people are regularly offered opportunities to travel to various events and places of interest throughout the academic year, both in the local community and further afield.

We expect a variety of trips in academic year 2022/23: field trips, visits to theatres, museums, outdoor learning centres, colleges, universities, places of historical or geographical interest and expeditions.

### **Summer Activities Days**

For three days in June, the normal school timetable is suspended while children, young people and staff participate in a variety of outdoor learning, cultural and community activities. In addition to trips out of school, staff organise a wide variety of activities including enterprise challenges, outdoor activities including water based sports, team building, craft activities, expressive arts workshops, technology challenges etc.



### **Education Maintenance Allowance**

The Education Maintenance Allowance (EMA) is a means tested weekly allowance payable in two week instalments in arrears during term time only. It is intended to encourage students to stay on at school in post-compulsory education. Applications are available from the school office, [butterstone\\_admin@moorehouse.org.uk](mailto:butterstone_admin@moorehouse.org.uk)

## **Arrangements for Emergency Closures**

If the School needs to close, the following basic principles will apply:

- The health and safety of children, young people and staff is paramount;
- Every reasonable effort should be made to keep the School open, subject to health and safety considerations;
- The School cannot be secured until the last child, young person and staff member has left the campus;
- The travel arrangements for children, young people and staff will be considered in conjunction with the conditions affecting the School campus;