



HOPEMAN PRIMARY SCHOOL HANDBOOK

The Moray Council Educational Services

learning to live
living to learn

www.moray.gov.uk

Inspire

•

Include

•

Improve



Hopeman Primary School

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School Telephone Information Line: **0870 054 9999**

School PIN Number: **031260**

This handbook has been prepared following guidelines set out by The Moray Council. The information contained within is believed to be correct at this time and is updated annually. Parents and carers will be informed of any changes as and when they occur throughout the year.

15th December 2011



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1. Introduction

This booklet is designed to be a brief guide to Hopeman Primary School and as such I hope you find it useful.

Hopeman Primary School welcomes a wide variety of pupils and promotes a happy and friendly school community.

The school is committed to ensuring that children's needs are met and parents can be assured that children will settle quickly and comfortably into the school environment.

At all stages pupils are encouraged to develop their self confidence and gain in independence. Parents are encouraged to participate fully in their child's academic and social development.

Parents are welcome to telephone, e-mail, or call at the school should queries or concerns arise at any time.

Welcome to Hopeman Primary School.

Mrs Davina Farquhar
Head Teacher



2. Hopeman Primary School

Vision, Values and Aims

The school's motto is **TEAM** (Together Everyone Achieves More) and that encapsulates the vision for the school - to Work Together to Achieve More.

The school's **Values** are;

RESPECT RESPONSIBILITY TEAMWORK and EXCELLENCE.

The general aim of the school is to ensure that through a secure and structured environment, each child will develop their full potential, thus ensuring that they will be well prepared for the life that lies ahead of them. In particular we aim to:-

- i. Encourage effective working relationships and good communications between staff and pupils, thereby promoting self respect and positive self image.
- ii. Ensure each child develops their full academic potential in line with National and Local Education Authority guidelines by offering them an educational programme appropriate to their ability and rate of progress.
- iii. Develop each child's awareness of the standards of behaviour and attitudes expected by society.
- iv. Develop each child's artistic and athletic interests.
- v. Develop each child's awareness of, and respect for their community and environment.
- vi. Have a strong and meaningful partnership with parents thus ensuring they are actively involved in their child's education.
- vii. Provide equal opportunities to all pupils.

The school aims are being reviewed as the school participates in the changes taking place in Scottish Education.



3. EDUCATIONAL SERVICES

Values

BALANCE

- **Maintaining balance in our lives**

RESPECT

- **Treating each other as we expect to be treated**

TRUST

- **Being open and honest with each other**

COMMITMENT

- **To ourselves, to each other and to our communities**

SERVICE

- **Delivering a service for the people of Moray**



Mission & Aims

Our Mission:

“Learning to Live, Living to Learn”

Our Aims:

INSPIRE

- **Motivate all to have high expectations and a desire for excellence**
- **Encourage an enthusiasm for active, healthy lifestyles**
- **Build the confidence of individuals to become responsible citizens**

INCLUDE

- **Enable access to quality learning experiences for all, in safe and supported environments**
- **Involve the people of Moray in shaping the future**

IMPROVE

- **Develop enhanced life chances for the people of Moray**
- **Work with others to develop high quality services**
- **Commit to on-going improvement**



4. School Hours

P1 - P3: 9.00 - 10.40

 10.40 - 11.00 Morning Interval

 11.00 - 12.15

 12.15 - 1.25 Lunchtime

 1.25 - 3.00

P4 - P7: 8.55 - 10.40

 10.40 - 11.00 Morning Interval

 11.00 - 12.45

 12.45 - 1.30 Lunchtime

 1.30 - 3.00

During morning interval and lunch times pupils are supervised in the playground and in the dining hall.

If the weather is inclement before the school day begins pupils may wish to shelter in the dining hall from 8.45 onwards. Each class has a 'meeting place' marked on the wall. At least one member of staff is available to supervise in such occasions





5. Uniform

With the support of the vast majority of parents, the school follows a policy of actively encouraging the wearing of school uniform.

On formal occasions such as festivals, concerts, visits etc. when a child is "representing" the school, formal uniform must be worn. i.e. long sleeved blue shirt/blouse and tie, navy skirt and knee length white socks for girls, dark coloured trousers for boys, black shoes.

Hair is tied back off the face with dark coloured unobtrusive hair accessories. Earrings are discouraged but if worn must be of the small stud type.

The uniform is:-

BOYS - Navy jersey, pullover or school sweatshirt
Light blue shirt or polo shirt
Navy or charcoal grey trousers
Black shoes
School tie when wearing shirt.

GIRLS - Navy jersey, cardigan or school sweatshirt
Light blue blouse or polo shirt
Navy skirt or pinafore
Navy or black/charcoal grey straight-legged trousers
White knee or ankle socks or dark coloured tights
Black shoes
School tie when wearing blouse.

In the summer time girls in the early stages may wear blue/white checked dresses.

In the interests of safety and freedom of movement, children should wear the following for **Physical Education**.



Close fitting T-shirt, preferably plain/self coloured

(Coloured T shirt in 'House' colours are available from reception for those who wish to purchase)

Games shorts, plain/self coloured.

Black or white gym shoes (not trainers)

Trainers and jogging bottoms may be worn outside.

Sweatshirts, polo shirts, ties and schoolbags can be purchased from the school office, prices outlined below -

Sweatshirts with school logo (all sizes)	£10.00
Polo shirts with school logo (all sizes)	£ 8.00
School Ties	£ 2.50
School bags with school logo	£ 8.00

Jewellery

The wearing of jewellery to school is not recommended and is generally discouraged. Should any pupil wear for example ear-rings/finger ring etc. these should either be taken off on gym days or taped up by parents/carers prior to the pupil coming to school. Such procedures help reduce the possibility of injury, whilst participating in P.E. activities.



Clothing Grants

You can apply for a Clothing Grant for children under the school leaving age if you are receiving either

- **Income Support;**
- **Income-based Job Seekers' Allowance;**
- **Child Tax Credit but not Working Tax Credit and your income, as assessed by the Inland Revenue, is not higher than £16,040 (in 09/10 as assessed by the inland Revenue) or**
- **support under Part VI - Immigration & Asylum Act 1999,**

How do I apply? Application forms are available from schools or from the Payments Section of the Council's Finance and ICT Services (Tel: 01343 563144). You can also submit an application online at www.moray.gov.uk



6. Staff

Head Teacher:	Mrs D Farquhar
Depute Head Teacher:	Mrs K Thomson
Teaching Staff:	Mrs A Voyzey (Principal Teacher)
	Mrs E Hendry (on maternity leave)
	Mrs G Jacques (3 days Temporary)
	Mrs C Lockhart
	Mr I Lunan
	Miss A Marshall (Long Term Temporary)
	Miss S McGhie
	Miss L McIntosh
	Ms J Oatridge (on secondment)
	Mrs G Young (2 days)
	Mrs M Davidson SfL Teacher - 3 days Temp
	Mrs S Houston SfL Teacher - 2 days
Visiting Specialists	
Art:	Mrs D Raymont
Music:	Miss L Tulloch
P.E.	Mrs J Saville
Pupil Support Staff:	Mrs A Main
	Mrs J Main
	Mrs A More
	Mrs R Oates
	Mrs M Sutherland
	Mrs M Taylor
Janitor:	Mr J Morrison
School Administrator:	Mrs L Jack
Senior Nursery Nurse:	Miss L Graham
	Mrs A Cant (on maternity leave)
Nursery Assistant	Mrs C Jardine - am
	Mrs H Sharp - pm



7. Admission

The Moray Council's Policy on admission to school is formulated to comply with legislation.

Registration is simply a process whereby a parent indicates to the education authority that their child is being presented for education.

Enrolment is the actual process of placing a child's name on the roll of the school.

Enrolment is carried out any time between January and starting school for a child's first admission to school or at the point of joining a new school.

"Every request to be enrolled at a school managed by the Education Authority in Moray shall be deemed to be a placing request in terms of the legislation."

Priority is given to children who reside within the delineated zone.

Primary 1 Children who will be 5 years old on or before the last day of February in the same school session may start school in the August. However parents may defer entry to Primary 1 if their child is not yet 5 years old on the first day of the school year and they consider that the child is not ready socially, emotionally or academically for full time education.

All Primary 1 pupils starting in August will participate in an induction programme which should ensure a smooth entry to school.

Senior pupils act as "buddies" to support and assist the new pupils become familiar with the school environment.



8. Standards of Behaviour

BEHAVIOUR

We believe it to be essential if the life and work of our school is to go on happily and successfully, for a high standard of behaviour to be established and maintained.

At Hopeman Primary School we believe that it is essential to promote positive behaviour. As much as possible we do this through a system of 'Praise and Reward'. Class teachers often give out class teacher stickers as an incentive to promote positive behaviour. Once a week each class teacher selects a Worker/Workers of the Week. These pupils are presented with a certificate and a Head Teacher's Award at the weekly assemblies. Pupils may receive a reward for

- (a) producing good quality work;
- (b) for displaying effort and improvement in work;
- (c) for displaying acts of good citizenship.

We do employ a system of disciplinary sanctions when necessary and appropriate but we very much wish to instil in all pupils the concepts of self-control, self-discipline, respect and responsibility.

Copies of the school's policies on **Anti Bullying** and **Better Behaviour Better Learning** are available from the school office.



We expect our pupils:-

- to obey the school rules
- to carry out reasonable instructions given by teaching and non-teaching staff
- to be punctual and regular in attendance
- to apply themselves to their studies at school and at home
- to show respect and courtesy to all teaching and non-teaching staff
- to treat others as they themselves would wish to be treated
- to respect the property of others and take care of all books, equipment, furniture, buildings and play areas provided for them
- on the way to and from school, in school buses, and on school occasions of every kind, to behave in an orderly manner
- to be clean and tidy

Parents can play a large part in fostering in their children these concepts of care, respect, courtesy and consideration. By ensuring regular attendance and care of books and materials, parents can help promote in their children the attitudes to people and property which are so important in any community.



DISCIPLINE

For a learning situation to exist a classroom must be orderly. Pupils are expected to take responsibility for their actions. Pupils who prevent this will be warned and, if they persist, take the consequences. Punishments will fit the severity of the offences committed. The **sanctions** used if the usual reprimand has no effect will be:-

- isolation within the classroom or
- withdrawal of privileges or
- reported to Head Teacher or
- exclusion from school

In the case of persistent disruptive behaviour, parents will be invited to the school to discuss the matter.

BULLYING

Considerable care and judgement needs to be exercised in responding to incidents of bullying. The crucial distinction is where the imbalance of power is such that the victim needs positive support and the bully needs to understand the damage caused. Within school we endeavour to:-

- listen and reassure
- establish the facts
- deal with incidents
- apply appropriate sanctions



9. Attendance

All parents are reminded that they are required by law to ensure that their children attend school regularly.

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian (truancy) or excluded from school).

Absences fall into a range of categories eg sickness, medical and dental appointments, lateness and are recorded accurately according to the information given to the school. The vast majority of absences are authorised although there are times when an absence is unauthorised eg holidays outwith normal term time.

As the "unauthorised" absences will be represented as the "truancy rate" for the school this is a very important matter indeed. In reality truancy is virtually non-existent at Hopeman School but these figures could portray a different story. Therefore, on every occasion it is imperative that class teachers know exactly why a pupil is absent from school.



10. Notification of Absence

Each morning a register of pupils is taken and any absences are noted. If a pupil is absent and the school has no notification of the absence then the parent or carer will be contacted.

If there is no response then the school will then contact the named Emergency Contact. Should the school be unable to ascertain the whereabouts of the pupil then the school will contact Social Work for further investigation.

It is very important that parents notify the school of their child's absence and indicate when their child is likely to return. Parents and carers should use the school information line as detailed below :-

Hopeman Primary School Information Line - Instructions for Use

1. Dial **0870 054 9999**
2. Enter your school's PIN number: **031260**
3. You will get a confirmation message: **"Selected Hopeman School"**



You will then enter a menu system:

- Press **1** - to hear severe weather information
- Press **2** - to leave a non-urgent message
- Press **3** - to hear general school information
- Press **4** - to enter a different school PIN number
- Press **#** - to end call

When a child is unable to attend school the parent or carer should contact the school as soon as possible.



11. Assessment

Throughout each session teachers will undertake a variety of formative assessment strategies with every pupil. These will provide the evidence for the next steps in learning and hence the term 'Assessment for Learning'. At the end of blocks of work or at the end of a term/session teachers will carry out 'summative assessments' to confirm that pupils have effectively learned particular areas of work. Summative assessments allows teachers to report on pupils progress to other teachers and to parents.

To ensure pupils are progressing satisfactorily they will be assessed regularly, both objectively and subjectively. These assessments will be diagnostic as well as measuring progress. Teachers will then act upon the information their assessment reveals thus ensuring the needs of each individual pupil are met.

During session 2010 - 2011 pupils in P1 and P7 will be assessed in Reading Writing and Maths using PIPS (Performance Indicators in Primary Schools) as per Educational Services policy which has been in place for a number of years. This session the use of PIPS will be phased out and will be replaced by InCAS (Interactive Computerised Assessment System). During the session P3 and 6 will be assessed in Reading and Maths using InCAS .

From 2011-12 pupils will be assessed in P1, P3 and P6 using the InCAS assessment tool.



12. Personalised Learning Plans

A Personalised Learning Plan is a document which provides an ongoing record of a pupil's progress in learning. It belongs to the pupil and stays with them throughout the year and into the start of the following year; this enables continuity and progression to take place. When the next plan is established then the previous one is taken home and retained at home.

Personalised Learning Plans (PLPs) provide pupils with the opportunity to comment on key aspects of their lives both within and out of school. The format of PLPs is being trialled from January 2011 until the end of session. The final version will be in place for the start of session 2011-12.

13. Reporting

An annual pupil report on each child's progress is sent home in the third term. Following that report parents will be given the opportunity to discuss their child's progress at a parent teacher interview. There is also an open afternoon in June. It is stressed however that you are welcome to contact the school at any time should you have cause for concern or wish to discuss your child's progress.





14. Homework

Homework in reasonable amounts will be given on a regular basis. This, it is hoped, will ensure that parents are kept in touch with the child's work at school and develop within the child the habit of studying on their own.

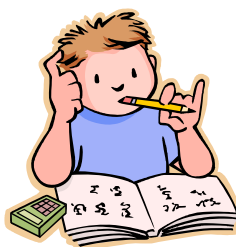
All homework will conform to the following:

- Be of revisionary nature
- Be as much as a child could reasonably be expected to cover in an evening eg as a guide
 - up to 10minutes in P1,
 - 15minutes in P2, 20 minutes in P3
 - up to 30 minutes in P4 & P5 and
 - up to 45 minutes in P6 & P7

As individuals each work at a different pace these timings are not exact

- Individual class teachers will advise you at the start of each session of their individual arrangement for issuing and collecting in homework. These arrangements will be available on the school website too.

The Homework Policy is being reviewed and will be available in April, 2012.





15. Curriculum for Excellence

The purposes of the curriculum are to enable all young people to become

- Successful learners**
- Confident individuals**
- Effective contributors**
- Responsible citizens**

The 3 - 18 Curriculum aims to enable all young people to become:	
<p style="text-align: center;">Successful learners with</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas 	<p style="text-align: center;">Confident individuals with</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs • ambition
<p style="text-align: center;">and are able to</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p style="text-align: center;">and are able to</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and make informed decisions • achieve success in different areas of activity
<p style="text-align: center;">Effective contributors with</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self- reliance 	<p style="text-align: center;">Responsible citizens with</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic social and cultural life
<p style="text-align: center;">and are able to</p> <ul style="list-style-type: none"> • communicate in different ways and in different settings • work in partnership and in teams • take the initiative and lead • apply critical thinking in new contexts • create and develop • solve problems 	<p style="text-align: center;">and are able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions



Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy from 2012/13 and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.



The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories.

- **Curriculum areas and subjects**

The curriculum areas are the organisers for setting out the experiences and outcomes. These are Expressive Arts, Health and Well Being, Languages, Mathematics, Religious and Moral Educations, Sciences, Social Studies. and Technologies. Each area contributes to the four capacities.

- **Interdisciplinary learning**

How the curriculum should include space for learning beyond subject boundaries. This category may be recognised as 'context for learning', theme or topic.

- **Ethos and life of the school**

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

- **Opportunities for personal achievement**

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence. Added to this, because children learn through all of their experiences - in the family and community, pre-school centre, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.



16. Health Care

Full first aid facilities are maintained in the school and pupils are informed to whom they should report in the event of a minor accident. A number of staff hold basic certificates in first aid.

Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of pupils.

In line with policy already agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category and will not therefore be administered on pupil request.

Parents are contacted if the need arises and should the parent/guardian not be available, the child would be taken for care to the Accident and Emergency Unit at Dr Gray's Hospital, Elgin.

A copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance is available at the school.



17. Child Protection

Child Protection

In child protection matters The Moray Council is guided by the North East of Scotland Child Protection Committee. The following statement applies to all Moray schools.

“It is the duty of The Moray Council and all its staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms. These include:

- emotional abuse,
- physical abuse,
- sexual abuse,
- non-organic failure to thrive
- neglect

Where school staff have concerns about a pupil, which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. In these circumstances, parents will not normally be consulted first.”

The school Child Protection Co-ordinator is Mrs Kathleen Thomson. In her absence and when she is unavailable Mrs Davina Farquhar Headteacher becomes the Child Protection Co-ordinator.

A copy of the school's Child Protection policy is available from the school office.



18. Physical Intervention

All schools in Moray are aware that there is a need for teachers to physically interact with pupils. In this respect teachers are advised by the Moray Council document “Physical Intervention Guidelines”. This document describes Physical Intervention at three levels. These levels and examples from each are described below.

Routine Level – A teacher may hold a child’s hand to demonstrate the use of a pencil, or a young child’s teacher may put an arm around his/her shoulder if a fall has caused upset.

Crisis Intervention – May be used if it is feared that a child is doing something that will hurt him or herself, or another child. Such interventions will be recorded in the school and parents will be informed.

Planned Intervention – This might occur when it is anticipated that a child may put him/herself or others in danger. This could be because of a previously known incident caused by an emotional or physical difficulty experienced by the child. The plan, which guides such intervention, will be agreed in advance by parents in all cases.

A copy of the school's Physical Intervention policy is available from the school office.



19. Early Closure

Planned early closures may occur from time to time and in these instances parents will be notified well in advance.

Emergency closure due to power cuts or bad weather may well mean that parents will not always receive a warning that the school is closing. It is imperative therefore that the school has an up-to-date record of the child's :-

- Home address, telephone number and mobile telephone number
- An emergency contact, and that older children can tell us what arrangements have been made for them should their parents not be home.

In the event of such a closure however, every effort will be made to contact parents. The automated phone line information system will be updated to advise you of any early closure.

**Hopeman Primary School Automated Information Line No.
0870 054 9999 : PIN Number - 031260**

It is a condition of employment of hirers by the Education Authority that they undertake the following responsibilities in adverse weather conditions to :-

convey pupils to their home, *or*

leave them at a house where they can remain under shelter until they are called for by their parents, *or*

deliver them into the care of a responsible adult who will accompany them to their house, *or*

convey them, in the failure of a,, b, and c, back to school and place them in the care of the Head Teacher.



20. The Parent/Teacher Association

In August 2007 the PTA was dissolved along with the School Board and The Parent Council was formed.

21. School Board

Hopeman Primary School Board was dissolved in accordance with legislation. Hopeman Primary School Parent Council was constituted.

22. Parent Council

Hopeman Primary School Parent Council was constituted in October 2007.

The objectives of the Parent Council are to :

- work in partnership with the school to create a welcoming school which is inclusive for all parents and carers
- promote partnership between the school, its pupils, its parents and carers
- develop and engage in activities which support the education and well being of the pupils
- identify and represent the views of parents and carers on the education provided by the school and other matters affecting the education and wellbeing of the pupils.



Parent Council Members

Chairman	Mrs K Bevans-Brown
Vice Chair & co-opted Member	Mr G McKenna
Treasurer	Mrs L Hepburn
Secretary	Mrs K Cook
Members (for 2 years)	Mrs M Conti
	Mrs J Craib
	Mrs C Gillies
	Mrs M Jones
	Mrs C Lyall
	Mrs H Sanderson
	Ms F Shearer
	Mrs L Tulloch
Co-opted Members (for 1 year)	Councillor Eric McGillivray
	Mrs Liz MacKenzie
	Mrs A Voyzey



23. Pupil Council

At Hopeman Primary School we have an active Pupil Council. This is made up of a boy and a girl from each class in the school from Primary 2 to Primary 7. The Council meets regularly throughout the session and discusses a variety of issues. Details can be found on the school website.

24. School Meals

All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack provision.

School meals are prepared in the school kitchen which is attached to the dining hall. There is a choice of menu for the children and the meals provided are of a high quality. Menus operate on a 6 weekly basis. Menus are distributed to all families, are displayed in the dining hall, the entrance foyer and in all classrooms. Copies are available from the school office on request.

As a high standard of behaviour is expected in the dining hall it is also expected that parents sending their children to school meals will have taught them good table manners.

There are two sittings for lunch. The early stages (P1, P2 and P3) have their lunch at 12.15 pm whilst children in P4 - P7 go for lunch at 12.45 pm.

Meal tickets can be purchased on any school day. They are on sale in the dining hall every morning between 8.40 - 9.00am. They presently cost £2.00 per ticket.

Books of 10 tickets can be purchased for £20.00. Cheques should be made payable to "THE MORAY COUNCIL."



Children may, if they wish, take a packed lunch. These should be brought to school in a proper container, with drinks in a non-glass, water-tight container. Packed lunch boxes should be clearly labelled with the pupil's name.

In the morning pupils enter the school via the dining hall door and place their packed lunch box on the appropriate shelf. Shelves are clearly marked with the name of the class eg Primary 3.

Free School Meals

Your child will be entitled to free school meals if you are receiving either

- Income Support;
- Income-based Job Seekers' Allowance;
- Child Tax Credit but not Working Tax Credit and your income, as assessed by the Inland Revenue, is not higher than £15,860 (with effect from 6 April 2011)
- Parents or carers who are in receipt of both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420 or
- support under Part VI - Immigration & Asylum Act 1999,

You may apply for free school meals for any of your children attending school.

How do I apply? Application forms are available at every school. You can also submit an application online at www.moray.gov.uk



25. Transport

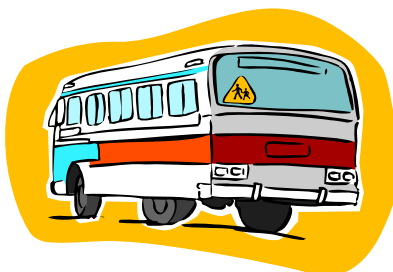
Free transport is provided under the terms of existing legislation.

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if that is their local catchment school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to 2 miles as appropriate.

In certain instances, children may be required to walk to an appropriate "pick-up" point

Concessionary transport may be offered to pupils on the bus route if there are vacant seats available.

N.B. The highest possible standards of behaviour are expected of those pupils travelling by school transport. This ensures that bus drivers are not unnecessarily distracted.



"PUPIL CONDUCT"

Few will dispute the necessity of pupils having the right to travel to and from school in a safe, orderly and comfortable environment. Both pupils and parents have a duty to perform in ensuring that this is achieved without disruption. Parents are requested to ensure that pupils understand the importance of responsible behaviour when travelling and the following points should be noted.



- Pupils must board and alight from vehicles without pushing or jostling to avoid any injury to others.
- Pupils must wait until a vehicle is completely stationary before attempting to board or alight.
- Pupils must always show their travel pass to the driver when boarding the coach or taxi. Pupils will also show their pass to any authorised Moray Council representatives aboard the vehicle.
- Pupils should remain seated at all times whilst aboard the vehicle and the seatbelt will be correctly worn.
- Pupils should not shout, swear or behave in an unbecoming manner, nor should they disturb nor distract the driver.
- Pupils should not throw objects around the vehicle or out of windows.
- Pupils will carry out any instruction given by the driver or authorised Moray Council official and keep to any fixed seating plan aboard the vehicle which the contractor or school implements.
- Pupils will surrender their travel pass to the driver or authorised Moray Council official if requested.
- Pupils must be aware of the consequences of involvement in bullying behaviour whilst travelling and the school policy pertaining to this.
- Pupils will not smoke, consume alcohol or be involved in any form of drug abuse.
- Pupils will not carry any implement or weapon with them, which can be regarded as causing danger to other pupils or can be used to damage the vehicle in any way.

Coach and taxi contractors have the right to expect to find their vehicle clean, tidy and undamaged after carrying pupils. The Council will vigorously support any action by contractors identifying offenders and pursuing the parents of these offenders for any financial remuneration appropriate.

Criminal Damage or misbehaviour will be reported to the Police whilst any driver experiencing behavioural problems has authority to take the coach or taxi to the nearest Police Station for assistance. The Council will use CCTV to monitor behaviour on school transport in accordance with current legislation and any misbehaviour identified will be dealt with under normal school disciplinary procedures.

Whilst on school transport, pupils remain subject to school discipline and any misconduct may result in disciplinary action. In extreme circumstances, or where there is persistent poor behaviour, pupils may have transport withdrawn or could be excluded from school. The driver of the vehicle may remove any pupil's pass and forward it to the school in the event of misbehaviour.

In the event of a pupil being excluded from transport, the parent will be responsible for arranging and financing alternative transport to and from school.

In Moray, we are very proud of our school transport service and the conduct of our pupils. "



26. After School Activities

The range and number of activities offered is dependent upon the expertise and availability of instructors. Staff and parents are welcome to participate in coaching after school or lunchtime activities.

(Please contact the School for further details of extra curricular activities available at present).

27. Designated Secondary Schools

On completion of their primary education, the great majority of our pupils will transfer to Lossiemouth High School.

School address:- Lossiemouth High School
 Coulardbank Road
 Lossiemouth
 Moray
 IV31 6JU

Head Teacher: Mrs B Gifford Tel: 01343 812047

A few of our pupils transfer to Elgin Academy.

School address:- Elgin Academy
 Morrison Road
 Elgin
 Moray
 IV30 2ND

Head Teacher: Mr D Barnett Tel: 01343 543485



28. School Pupil Insurance

No insurance cover is held by The Moray Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote this possibility.

29. Accessibility

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents/carers.



30. Additional Support Needs

The Moray Council is committed to working in partnership with parents, young people and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.

Procedures such as talking to Head Teachers or Guidance Staff (in Secondary schools) can help sort out the great majority of situations.

31. Additional Support for Learning Act 2004

The Additional Support for Learning Act introduces a new statutory framework for supporting children and young people in their school education, and their families based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education.

The legal definition is:

“A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person”.

Additional support is therefore a different and much broader concept than the former one of “special educational needs” which it replaces. It does not define a small section of children as in some way being different or special. The concept takes full account of the social and educational context in which children grow and develop and applies to needs that are short term (e.g. a few weeks) as well as those that are more enduring.



It is likely therefore that the majority of children and young people will need additional support at some point in their educational career,

Children and young people may require additional support for a variety of reasons which fall broadly into the following four themes or factors. Examples are provided under each factor but this is not an exhaustive list:

- **The Learning Environment**
For example: the ethos and relationships in the school; curriculum not suited to the child's abilities and aptitudes; inappropriate approaches to teaching; problems with physical access; language used in school different from that used at home.
- **Family Circumstances**
For example: homelessness or poor housing conditions; disability or ill health of family members; excessive burdens of care placed on the child and/or the family; need for care and protection; disruptions caused by family moves or changes in care arrangements; family break up or bereavement; drug or alcohol misuse.
- **Disability and Health**
For example: motor or sensory impairment; learning difficulties; mental health problems; specific developmental disorders; ill health.
- **Social and Emotional**
For example: bullying; experience of discrimination; poor social skills and understanding; impulsive behaviour; difficult relationships with others in the school; poor school attendance; anxiety.

A number of leaflets are available either in school or on the Internet
http://www.moray.gov.uk/moray_standard/page_42567.html

For further information and advice you can contact
The Moray Council, Educational Services, Council Office, High Street,
Elgin IV30 1BX
Telephone 01343 563397 e-mail Educational_Services@moray.gov.uk



32. Disability Discrimination

Within Moray Council, Educational Services strategies to avoid discrimination on the basis of pupil disability are guided by legislation as contained in Part IV of the Disability Discrimination Act 1995, as amended 2001. This legislation makes it unlawful for a school to discriminate against a child for reasons related to his/her disability.

A “disability” is defined as a condition which prevents or makes it unreasonably difficult for a child or young person to access:

- the school curriculum – e.g. are large print books available for children with visual impairment?
- The school environment – e.g. can a child who uses a wheelchair move readily, as required, from one area of the school to another?

Disability is also defined as a condition which may require the school to introduce appropriate alternative communications systems – e.g. supplying portable electrical vibrators to allow hearing impaired children to be aware of school bells and/or fire alarms.

Full guidance on disability access strategies are contained within The Moray Inclusion File – “Accessibility for All”. Copies of this file are available to view in school, or on the Internet www.moray.gov.uk/moray_standard/page_43019.html

Should you require a copy please contact:

The Moray Council, Educational Services, Council Office, High Street, Elgin IV30 1BX

Telephone 01343 563397 e-mail Educational_Services@moray.gov.uk

“A Guide for Parents to part IV of the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001 – schools” can be obtained free of charge via the Disability Commission helpline - telephone 08457 622633



33. Race Relations Act

Race Equality

Educational Services has general and specific duties under the Race Relations Act section 71(1). The Moray Council is opposed to Racism. It is committed to taking all steps within its power to eliminate discrimination and racist incidents and to promote equal opportunities and good relationships amongst all communities. Educational Services is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. Educational Services strive to prepare all pupils for living in a multi-cultural and multi-ethnic society and will strive to promote race equality in all dimensions of its work amongst service users, staff and partners in the community.

The Moray Council has a Scheme for Race Equality and as part of that scheme Educational Services has a distinct Race Equality Policy. A copy of the policy is available to view in school, or on the Internet www.moray.gov.uk/downloads/file41628.doc

Full guidance on race equality strategies are contained within The Moray Inclusion File – “Race Equality”. Copies of this file are available to view in school, or on the Internet www.moray.gov.uk/moray_standard/page_43019.html

Should you require copies please contact:
The Moray Council, Educational Services, Council Office, High Street,
Elgin IV30 1BX
Telephone 01343 563397 e-mail Educational_Services@moray.gov.uk



Racist Incidents

“A racist incident is any incident which is perceived to be racist by the victim or any other person”.

The Moray Council is a partner in the Grampian Racial Incidents Multi-agency Strategy group. All racist incidents must be recorded as a racist incident using the appropriate form. Parents, pupils or staff can ask to report the incident using the Racist Incident Monitoring Form at the school. Parents, pupils or users of Educational Services can report a racist incident to any of the other agencies involved in the Partnership. Guidelines for using the form and details of the Racist Incidents Strategy are available in all schools and educational establishments.

Moray Council has provided schools with a “Happy to Translate Toolkit” giving instructions on how to access translators if required by parents or pupils.

34. Religious Observance

The Moray Council is committed to the provision of Religious Observance in its schools and takes cognisance of the Secretary of State's circular 6/91 with regard to frequency:-

"All pupils should take part in religious observance not less than once a week."

In Hopeman Primary we have a QUIET ASSEMBLY for P4 - P7 and then P1 - 3 every Monday morning. These short assemblies are planned for pupils to reflect on rules, rights and responsibilities, respect for others, tolerance and self discipline.

Every Friday we have a WHOLE SCHOOL ASSEMBLY. This assembly promotes morals, religious observance, world religions and the celebration of individual and team success.

Every fortnight a different class plans and leads the assembly.

Parents have the right to withdraw their child from religious observance.



35. Celebrating Success

Each week at assembly we celebrate pupil success. Pupils are rewarded for good work and good citizenship with a Worker of the Week Certificate and a Head Teacher sticker. Individual successes are recognised at every opportunity.

36. Information for Parents and Carers

BOOKLETS

The Moray Council has produced a "Notes for Parents and Carers" booklet which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Educational Services, or the Moray Council Internet site

http://www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

LEAFLETS

A series of leaflets has been produced by Educational Services for parents and carers. These leaflets are available from the school or the Moray Council Internet site

http://www.moray.gov.uk/moray_standard/page_42708.html



37. Target Setting

The Scottish Executive through the application of the Standards in Scotland's Schools Act (2000) has identified five National Priorities which all Education Authorities must address and requires each Authority to set out its 'Local Improvement Objectives' in relation to these.

National Priority 1 - Achievement and Attainment:

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels of achievement including examination results.

Part of the process of responding to the national priorities requires local authorities and schools to set attainment targets, particularly in the areas of 'literacy and numeracy'. It is recognised that a number of factors can have a considerable effect on children's attainment. As a result, the Scottish Executive Education Department now have an expectation that these targets are realistic, ambitious and achievable. Moray schools therefore have set and agreed targets with the local authority taking into account the various factors that are likely to have an impact on attainment.

Targets may change from year to year depending on the changing circumstances of individual schools. Each school will establish a starting position for groups of pupils and then set realistic targets for these groups based on the range of assessment information, including 5-14 and SQA attainment measures, available to the school. Schools and the local authority will monitor pupil progress.

The Moray Council is committed to improving standards in literacy and numeracy and setting realistic targets for individual pupils.



38. Term Dates

SCHOOL TERM AND HOLIDAY DATES - SESSION 2011/2012 (all dates inclusive)	
Autumn Term starts	<i>In-Service Closure - Monday 15th August 2011</i> Tuesday 16th August 2011
Autumn Term ends	Friday 7th October 2011
<i>Autumn Holiday starts</i>	<i>Monday 10th October 2011</i>
<i>Autumn Holiday ends</i>	<i>Friday 21st October 2011</i>
Winter Term starts	Monday 24th October 2011
	<i>In-Service Closure: Monday 21st November 2011</i> <i>In-Service Closure: Tuesday 22nd November 2011</i>
Winter Term ends	Wednesday 21st December 2011
<i>Christmas Holiday starts</i>	<i>Thursday 22nd December 2011</i>
<i>Christmas Holiday ends</i>	<i>Wednesday 4th January 2012</i>
Spring Term starts	Thursday 5th January 2012
	<i>Mid Term Holiday:</i> <i>Friday 10th February - Monday 13th February 2012</i>
Spring Term ends	Friday 30th March 2012
<i>Spring Holiday starts</i>	<i>Monday 2nd April 2012</i>
<i>Spring Holiday ends</i>	<i>Friday 13th April 2012</i>
Summer Term starts	Monday 16th April 2012
	<i>Occasional Day : Friday 4th May 2012</i> <i>May Day Holiday: Monday 7th May 2012</i> <i>In-Service Closure: Thursday 17th May 2012</i> <i>In-Service Closure: Friday 18th May 2012</i>
Summer Term ends	Thursday 28th June 2012



SCHOOL TERM AND HOLIDAY DATES - SESSION 2012/2013 (all dates inclusive)	
Autumn Term starts Autumn Term ends	<i>In-Service Closure - Monday 20th August 2012</i> Tuesday 21st August 2012 Friday 12th October 2012
<i>Autumn Holiday starts</i> <i>Autumn Holiday ends</i>	<i>Monday 15th October 2012</i> <i>Friday 26th October 2012</i>
Winter Term starts Winter Term ends	Monday 29th October 2012 <i>In-Service Closure: Monday 19th November 2012</i> <i>In-Service Closure: Tuesday 20th November 2012</i> Friday 21st December 2012
<i>Christmas Holiday starts</i> <i>Christmas Holiday ends</i>	<i>Monday 24th December 2012</i> <i>Friday 4th January 2013</i>
Spring Term starts Spring Term ends	Monday 7th January 2013 <i>Mid Term Holiday:</i> <i>Friday 15th February - Monday 18th February 2013</i> Thursday 28th March 2013
<i>Spring Holiday starts</i> <i>Spring Holiday ends</i>	<i>Friday 29th March 2013</i> <i>Friday 12th April 2013</i>
Summer Term starts Summer Term ends	Monday 15th April 2013 <i>Occasional Day : Friday 3rd May 2013 to be confirmed</i> <i>May Day Holiday: Monday 6th May 2013</i> <i>In-Service Closure: Thursday 16th May 2013</i> <i>In-Service Closure: Friday 17th May 2013</i> Friday 5th July 2013

These dates are available from The Moray Council web site : www.moray.gov.uk
 The Moray Council, Educational Services Telephone (01343) 563397



39. STATUTORY INFORMATION

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

School: Hopeman Primary School	Id No.: 300 - 5201624
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Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	197
Total School Running Costs at April 2011 (£)	595,124
Cost per Pupil (£)	3,021

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	7686	9770	10538	10688	10486	10864	10486	70518
Percentage Authorised Absences	2.9	2.5	3.4	3	2.3	2.9	2.3	2.8
Percentage Unauthorised Absences	1.2	1.2	1.1	1.1	0.9	0.7	0.7	1

Key to Symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	13.8	14.3

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.



INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

Education Authority: Moray

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	6,342
Total School Running Costs at April 2011 (£)	21,147,009
Cost per Pupil (£)	3,334

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	328403	320205	316299	335570	316989	349458	359021	2325945
Percentage Authorised Absences	4.2	4	3.6	4	3.7	4	3.9	3.9
Percentage Unauthorised Absences	0.7	0.9	0.8	0.8	0.7	0.8	0.7	0.8

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	18.2	17.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.



INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	364,284
Total School Running Costs at April 2011 (£)	1,490,002,771
Cost per Pupil (£)	4,090

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	18951308	19116971	18672816	18136151	18404407	18748517	19075039	131105209
Percentage Authorised Absences	4.2	4.1	3.9	3.8	3.8	3.9	3.9	4
Percentage Unauthorised Absences	1.2	1.2	1.3	1.3	1.2	1.3	1.2	1.2

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	19.4	19.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.



40. Data Protection Act

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information gathered complies with the principles of the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. The Data Protection Act 1998 ensures that information is collected fairly and lawfully, is accurate, adequate, up to date and not held for longer than necessary.

41. Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.



Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website www.scotxed.net

SEED works with a range of partners, including Her Majesty's Inspectorate of Education (HMIE) and the Scottish Qualifications Authority (SQA). On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, who will not publish or release any information that allows an individual pupil to be identified. Data will not be used to take any actions in respect of any individual pupils.



Further information

Further details about ScotXed data exchanges are available on the ScotXed website www.scotxed.net. The website also contains answers to commonly asked questions about ScotXed.

If you have any concerns about the ScotXed data collections you can email the Senior Statistician at peter.whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. The ScotXed contact for Moray is Fiona McKay – telephone 01343 563113, e-mail fiona.mckay@moray.gov.uk

42. Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 aims to increase openness and accountability in the Public Sector by giving people a right of access to information held by Scottish public authorities. The Act applies to almost all public bodies in Scotland including local authorities, the NHS, colleges the Scottish Parliament and The Scottish Executive.

The Moray Council aims to make as much information as possible directly available to the public through its website and through its Publication Scheme. If you can't find what you are looking for then you can contact any department of the Council directly or complete an on-line form. The web site address in www.moray.gov.uk