



KINLOSS PRIMARY SCHOOL

School Handbook

2024 / 2025



We are Kind, Positive and Successful
at Kinloss Primary School

We value being
Welcoming, Respectful, Inclusive, Kind and Positive

The information contained within this handbook is correct at the time of publication and is updated annually.



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Dear Parents / Carers,

I am delighted and honoured to welcome you and your family to our school. I

hope that you find the information contained within our School Handbook helpful and informative and please do not hesitate to get in touch with us if you require further information.



At Kinloss Primary School, we pride ourselves on our very positive and friendly ethos, and cheerful, enthusiastic pupils. I hope that when you join us, you receive a very warm welcome from our whole school community. Moving to a new school can be daunting and difficult for any child, whatever their stage in education. At Kinloss Primary School, we maintain every effort to get the transition right for your family, and ensure that the process is smooth. We recognise and understand, that sometimes things can be difficult when children move to a new school. All of our staff have received training in understanding and supporting Service children, and we provide a range of opportunities for your child or children to talk about any concerns they may have. We operate an open-door policy and invite you to come in to have a chat with myself, or Mr Phillip O'Neill, our Acting Depute Head Teacher if you have any queries or worries about your child or children's education.

I look forward to meeting you in the near future, and please do not hesitate to contact us if you have any questions,



Yours sincerely,

Mrs. R. Wolford

Mrs Wolford
Head Teacher



INTRODUCTION

The purpose of this handbook is to provide you with information, which may help you to understand better the organisation, facilities and policies of the school.

It is hoped that, through good understanding, parents, pupils and teachers working together will produce the right environment in which our children can learn and grow up.

Head Teacher Mrs Rachel Wolford
Depute Head Teacher Mrs Michelle Mather

School Telephone Number **01309 690376**
E-mail admin.kinlossp@moray-edunet.gov.uk
School Website www.kinlossprimaryschool.co.uk
School Twitter @kinlossprimary
School Address: **Kinloss Primary School**
Burghead Road
Kinloss
IV36 3SX

The school day:

Primary	Interval	Lunch
Whole school	8:45-10:30 10:30–10:45	10.45-12.30 12:30-13:30 13:30-15:00

Map of the local area



WELCOME TO KINLOSS PRIMARY SCHOOL



Kinloss Primary School provides an educational service to children from Primary 1 through to Primary 7 (ages 4/5 years – 12 years). We are a non-denominational primary school with a current roll of 220 primary children.

The school was opened in 1966 and over the years it has had a fluctuating roll, mainly due to the movement of Forces' personnel. We consider this to be an asset as the children coming and going bring first hand experiences of the wider world into our classrooms.

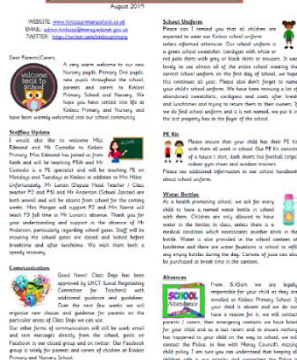
There are extensive grounds around the school including a staff car parking area, a mud kitchen, a willow tunnel, flower beds, wildlife garden, a fruit and vegetable garden, a bike shelter, tarmac and grass playing areas, a large football pitch/athletic field and a tarmac basketball court.

Our playground has painted games to encourage children to play cooperatively as well as a wide range of large and small games resources which are managed by the playground staff. There is also a willow tunnel and a tyre maze which children are timetabled to access on a weekly basis.

Pupils are in mixed ability classes, as far as possible, according to their ages. Schools in Scotland are staffed to a formula that relates to the school roll. Hence, the size and distribution of the classes means that we may have to form composite classes, a feature in most schools.



At the start of each session parents are given a calendar with a list of holiday dates and important information for throughout the school year, including open afternoons, class assemblies, parents' evening etc



A regular newsletter is sent home with the children to ensure that parents are kept up-to-date with all school activities, holidays etc. As well as this the school has an active website and two visual display stations at the front and rear of the school which display fortnightly scrolling information on what is happening during the two-week period as well as showing pictures of what pupils are currently engaged with.

The school also operates a secure Class Dojo app which is used by almost all of our of parents. Through Class Dojo, we share information, pictures and news about what we have been learning in the different classes and the different Dojo points children earn. There are a variety of annual events in the annual programme and we actively encourage parents and carers to join in and support

the life and work of the school.



TERM DATES – 2024 / 2025

TERM 1	12.08.24	Monday	In-Service (Staff only – school closed to pupils)
	13.08.24	Tuesday	In-Service (Staff only – school closed to pupils)
	14.08.24	Wednesday	Pupils begin the year at 8.45am for Term 1
	06.10.24	Friday	End of Term 1 - school closes at 3.00pm
TERM 2	21.10.24	Monday	8.45am School open to pupils for Term 2
	11.11.24	Monday	In-Service (Staff only – school closed to pupils)
	12.11.24	Tuesday	In-Service (Staff only – school closed to pupils)
	20.12.24	Friday	End of Term 2 - school closes at 3.00pm
TERM 3	06.01.25	Monday	8.45am School open to pupils for Term 3
	13.02.25	Thursday	In-Service (Staff only – school closed to pupils)
	14.02.25	Friday	Mid-Term Holiday
	17.02.25	Monday	Mid-Term Holiday
	18.02.25	Tuesday	Mid-Term Holiday
	28.03.25	Thursday	End of Term 3 - school closes at 3.00pm
TERM 4	14.04.25	Monday	8.45am School open to pupils for Term 4
	18.04.25	Friday	Good Friday Holiday
	05.05.25	Monday	Mayday Holiday
	27.06.25	Friday	End of Term 4 - school closes at 3.00pm

All Moray school term dates can be found at this link:

<http://www.moray.gov.uk/downloads/file123291.pdf>

Schools work in a group format, based on a Secondary school and its associated Primary schools. This is known as an Associated School Group (ASG). Kinloss Primary School is part of the Forres Associated Group of Schools.



STAFFING

Name	Role
Mrs Rachel Welford	Head Teacher
Mrs Michelle Mather	Depute Head Teacher / Raising Attainment / SfL
Mrs Fiona Stockwell	Class Teacher – P1/2K (Tues – Fri)
Mrs Kirsty Thomson	Class Teacher – P1/2K (Mon)
Miss Rachel Laurie	Class Teacher – P1/2P
Miss Mel Murphy	Class Teacher – P2/3P
Miss Rachael Hannaford	Class Teacher – P3/4P
Mr Zack Thomson	Class Teacher – P4K
Miss Megan McClure	Class Teacher – P5K
Mrs Claire O'Shane	Class Teacher – P5K (Fri) / Raising Attainment
Mrs Hannah Fyfe	Class Teacher – P6K
Mrs Sian Davidson	Class Teacher – P7K
Mr John Douglas	Support for Learning Teacher
Mrs Mora Rothnie	Support for Learning Teacher
Mrs Hazel Gray	Music Teacher
Mrs Claire Griffiths	ICT Teacher
Mrs Kelly Milne	PE Teacher
Mr Mark Anderson	Janitor
Mrs Edna Harper	Pupil Support Assistant
Mrs Wendy Welsh	Pupil Support Assistant
Mrs Susan Gillespie	Pupil Support Assistant – PEF
Mr Gavin Thomas	Pupil Support Assistant
Mrs Clare Hughes	Pupil Support Assistant
Mrs Laura Ure	Pupil Support Assistant
Mrs Catriona Barclay	Pupil Support Assistant
Mrs Claire Ogg	Pupil Support Assistant
Mr Gareth Welford	Pupil Support Assistant
Ms Kelly Cumming	Classroom Assistant
Mrs Kate Homer	Service Pupil Support Worker
Mrs Lisa Winterburn	Lunchtime Art Club

There are currently 9 classes in the school. The Head Teacher is Mrs Rachel Welford who is supported by a team of full and part time staff. This session ICT, Music and PE are supported by specialist teachers. Support for Learning (SfL) comprises of a full and a part time teacher who provide learning support for children with additional needs.



SCHOOL VISION and VALUES



In 2022, we worked in collaboration with our children, families and school staff to refresh our school values and our vision statement. We are very proud of our new values and feel they reflect our school and school community very strongly. Our school values are:

WELCOMING RESPECTFUL INCLUSIVE KIND POSITIVE

Our vision statement is:

We are Kind, Positive and Successful at KPS

We want every child at Kinloss Primary School to progress in their educational journey and experience a wide range of learning experiences provided by a broad general curriculum.

SCHOOL AIMS and ETHOS

Kinloss Primary School aims to make everyone welcome when they are in our school and feel part of the school community by:

- Making everyone, children, parents, staff and visitors feel valued for their contribution to school life
- Promoting a sense of belonging to the school
- Ensuring that transitions, in and out of Kinloss are well supported, informed and positive
- Responding promptly to parental views, queries and feelings
- Creating and maintaining a stimulating learning environment
- Encouraging parents to become involved in the school and their child's education.

We encourage positive attitudes towards equal opportunities and good mental health and resilience. Every child in this school is an important person with particular interests and needs. To ensure that the school is a happy, secure and successful place for our children we need the support, understanding and interest of parents and carers. The purpose of the school handbook is to give an overview of the school and the education it seeks to provide.

Through the sharing of high expectations for all learners and by encouraging a positive growth mindset towards challenge, we aim to create a school in which successful learners, responsible citizens, effective contributors and confident individuals are then able to flourish.



PROCEDURES FOR CONTACTING THE SCHOOL

Parents can contact Mrs McNally, the School Administrator, on 01309 690376 regarding any enquiries.

We also use an online tool called Class Dojo in the school and once you have signed the form you can “join” the school community and be able to contact your class teacher, the school office, or the management team.

You can use the school telephone information line to hear about any school announcements e.g. in the event of severe weather closing the school. Additionally, you can use the school information line to leave any non-urgent message when the school is not open and when your child is absent due to illness. (Please note there is a charge for accessing this information line).

Contact numbers are very important so we would be grateful if you would inform school as soon as possible of any changes of address or telephone number. If your child is unwell in the morning please keep him/her at home until he/she is fully recovered, for the benefit of your child and others in the class.

SCHOOL TELEPHONE INFORMATION LINE

Parents can access an information line for the school

(Please be aware that calls to this number will be charged a 2p per minute service charge plus your call provider's access charge)

- Dial 0870 054 9999
- Enter school pin: 031300
- You will get confirmation message “Selected Kinloss Primary School”
- Enter the menu system

Press 1 – to hear severe weather information *

Press 2 - to leave a non urgent message (when school not open)

Press 3 - to hear general school information

Press 4 - to enter a different school PIN number

Press # - to end call

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. Head Teachers will advise parents and carers using the following communication tools:

The Moray Council's Website: schoolclosures.moray.gov.uk

The Moray Council's Twitter: twitter.com/TheMorayCouncil

Outwith school hours, your local radio station is a good place to find out information on school closures. The MFR (Moray Firth Radio) radio station receives updated information regularly about school closures in Moray

<https://planetradio.co.uk/mfr/local/weather/severe-weather-hub/>





ABSENCE

To ensure as far as possible the safety and well-being of children, Moray Council Education and Social Care has reviewed the procedures and practices, which have been in place since 2005, with regard to the notification of pupil absence and all primary schools in Moray will adopt the procedures detailed below.

If your child is not able to attend school, you should contact the school by telephoning 01309 690376 or the school information line (as outlined overleaf).

We would be grateful if you could advise us of the reason for the absence and the likely date of return to school. You may of course send another member of the family to school with a note giving details of the absence. You should do this at your earliest convenience and where possible before the start of the school day for pupils.

We will check the attendance register daily at the beginning of the morning and afternoon sessions as we do at the moment in any case. If your child is absent from class, the Class Teacher will mark them as being absent on our computer system which is then picked up by the Office Staff.

If your child is found to be absent and we have not been advised by you of their absence, then we will contact you by telephone to alert you to this. We will use the contact information provided by you. If there are arrangements for your child(ren) to stay with an ex-spouse or partner, please keep the school updated with the access arrangements. We will make this a priority and will complete these checks as soon as possible, taking into consideration the availability of administration support in the school.

If we cannot immediately make contact with you or a partner, then we will contact the person you have named as your family emergency contact. Failure to make contact with you or any of your emergency contacts will result in us alerting Police Scotland, who will make contact with you either by telephone or a visit to your family home. After Police Scotland have made contact with you, they will update the school and ask you to make contact with us. Therefore, it is important to ensure that any contact and emergency telephone numbers we have for you are up to date.

If your child's attendance drops below 85%, in accordance with Moray Council Guidelines, you will be invited into school to discuss your child's absence and what supports or strategies can be put in place to ensure your child regularly attends Kinloss Primary School.

Should you have concerns about the well-being of your child, for any reason, prior to them leaving for school in the morning, please contact the school personally or by telephone to alert a member of staff.





FAMILY HOLIDAYS DURING TERM TIME

Advice from the Scottish Executive is that holidays taken during the school session, other than in exceptional circumstances, should be considered as unauthorised absences. Parents need to inform the school about such holidays, and each case will be considered on its own merits, especially if it is related to a deployment or other Service duty.

COMMUNICATION

Where possible communication with parents and carers is by email for school information, monthly newsletters and flyers to ensure we continue being an ECO-friendly school. However, if you would prefer to receive a paper copy instead of an email, please let the school know and this can be arranged.

The school operates a text messaging service whereby urgent messages may be sent to parents / carers about school closure or specific events, or if a child is absent and we cannot contact the parents / carers by telephone.

CLASS DOJO

The school uses Class Dojo as a communication tool between class and home through the use of the Class Dojo app. ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom with home through photos, videos, and messages. Teachers update the individual class pages regularly and parents have an individual code to access their child's class and receive messages from the class teacher. At Kinloss we follow the Moray Council's policy on Class Dojo and a copy can be found in the appendix at the end of the handbook.



SCHOOL MEDIA

The school has a twitter account @kinlossprimary and a closed Facebook page only for current parents and carers of pupils at Kinloss Primary School. As a school we use these pages to share and celebrate successes within the school and also to provide up to date information for parents and carers. These accounts are not designed as a platform raising concerns or making negative comments.

If you have an issue that you would like to discuss further, please contact the School Office, 01309 690376 and an appointment with a relevant member of staff will be made.

We are a multi "Social Media" school and there will be times when photos and good news stories of pupils will be shared in the form of a "tweet" via Twitter. Should you expressly wish for your child **not** to be included on these social media sites, please contact the school office as soon as possible, or complete the form on the data capture when you enrol your child. Otherwise, we will assume that the permission given on the Social Media consent form will stand. Please be assured that we will be monitoring these sites regularly and that the school will be adhering to The Moray Council use of Social Media policy.





ILLNESS DURING THE SCHOOL DAY

Although we do the best we can, there is no comfortable quiet place for children to rest in school. In cases where we suspect illness, parents are contacted by telephone and arrangements made for the child to go home. Contact numbers are very important so we would be grateful if you would inform school as soon as possible of any changes of address or telephone number. If your child is unwell in the morning, please keep him/her at home until he/she is fully recovered, for the benefit of your child and others in the class.

If your child has an accident at school, it may be necessary to take him/her to the doctor or hospital. In such a case, every effort will be made to contact you. Where both parents are at work, it is helpful for the school to know the employers' telephone numbers and the name of the family doctor. If your child receives a bump to the head or face, they will receive a bumped head letter and you will be informed of the incident by a member of school staff.

Some pupils will need to take medication (or be given it) at school at some time in their school life. Often this will be for a short period only. To allow pupils to do this and to minimise the time they need to be off school, medication should only be taken to school when absolutely essential: prescribed and agreed within an IPP (Form Med 3).

The administration of antibiotics in school is to be discouraged. Children requiring antibiotics should either remain at home where the illness is acute, or where attending school, dosage arrangements should be worked out so as to allow the antibiotic to be taken before and after school. It is expected that medication be prescribed in dose frequencies which enable it to be taken outside school hours wherever possible. Parents should be encouraged to ask the prescribing doctor or dentist about this.

Pupils sometimes ask for pain killers (analgesics) at school, including aspirin and paracetamol. School staff will not give non-prescribed medication to pupils. They may not know whether the pupil has taken a previous dose, or whether the medication may react with other medication being taken.



ENROLMENT AND TRANSFERRING

The intake of Primary 1 children takes place in August each year and children who will be five years of age on, or before, the last day of February of the following year are eligible for admission. Full details of the enrolment process and forms can be found on the Moray Council website and accessed from this link: http://www.moray.gov.uk/moray_standard/page_49601.html



Once enrolment is completed, around early May, The Primary 1 staff visit all local nurseries to meet all new entrants. Preschool staff have the opportunity to pass on relevant information. After this the parents of new entrants are invited into school for a morning meeting. At the meeting transition arrangements are outlined and parents are invited to attend a tour of the school. Parents/carers have the chance to visit the P1 classrooms, meet the Primary 1 teachers and to ask questions. School uniform can be viewed at this event and from the school office. New entrants then attend the school once a week for six weeks to get to know their new class teacher and become familiar with the school and some of the routines. New Primary 1 children also have a Primary 7 buddy, and during the transition days the Primary 7 pupils join their buddy and support in their transition into Kinloss Primary School. More information about Primary 1 transitions can be found on our school website: <https://kinlossprimarieschool.co.uk/>



NEW PUPILS / TRANSFERRING FROM OTHER SCHOOLS



We are very happy to welcome new pupils and their families. Anyone considering placing their child at Kinloss Primary School should telephone the school office, or call in to the school reception, to request an appointment to visit the school. You will be shown around the school building so that you are familiar with the layout. You will have the opportunity to visit classes at work and also meet some of the teachers and other staff members who work at Kinloss. The first two weeks in a new school can be difficult for children and their parents and it is important that a good start is made in building up relationships. Members of staff in Kinloss have experience in ensuring that

new pupils arriving at the school are handled sensitively. Again, more information about joining our school can be found on the school website and our shorter handbooks, pupil welcome letters and All about me form can be found.

Parents moving into the Kinloss Primary School catchment area and wishing to have a place in Kinloss Primary School for a child should make enquiries at the Main School Office. Arrangements can be made to meet with the Head Teacher; to view the school and complete the necessary application forms. If you are moving to Kinloss from another country, please contact Mrs McNally by telephone or through the online form on our website, and she will advise you of the procedure for joining our school.



It is helpful if records and work from previous schools are available for your child's new teacher so that we can try to ensure that continuity of learning takes place. We also advise that children should be allowed to settle over a few weeks, unless there are major concerns, and then parents should arrange to meet the teacher to discuss how the transfer has gone.

SUPPORTING CHILDREN FROM SERVICE FAMILIES



WELCOME



To whoever is reading this, I hope you're not worried about coming to this wonderful school because I know it's a fresh start, but you will make friends and shine in this school.

When I started in Primary 2, I was super nervous but by break time I made a friend. Now I'm in Primary 7 I'm kind of feeling the same way as you because I'll be going into high school, so I won't see you shine in this great school. We used to have a buddy bus stop where if you're feeling lonely you can go to it, but we don't need it anymore because of how friendly our staff and pupils are. So, if you're reading this, don't be nervous.

From a wonderful Primary 7 pupil.

Welcome to our Primary School. We know it might be tricky starting a new school and you might be nervous but try not to be! There are 0 bad things about this school. And don't be shy, everyone is nice and I'm sure somebody would love to be friends with you. Our school is so much fun!

From a Primary 6 pupil.



At Kinloss Primary School, many of our pupils come from Service Families, Army, Navy, and Royal Air Force, and bring with them a wealth of different experiences from different learning, cultures and countries. They have also often experienced lots of different transitions in their Primary School journeys so far and also different curriculums.



At Kinloss Primary School, we know that transitions in and out of school can be a really positive experience with the chance to make new friends, new experiences and new learning in a different school, and we hope that all of the children who join us experience this. That is why we have created a range of different resources to help support new children and their families before they join us to get familiar with our school and hopefully to settle into our school community quickly. With this in mind our, children all wrote a letter to welcome any new children to our school and a selection of them can be read in the document accessed here:

https://kinlossprimaryschool.co.uk/joining_our_school/transitions_in_and_out_of_school/joining_our_school.html

Primary School: All about me - transition information for my new teacher

My name is _____ and this is a little bit about me!

I really like ...

How would you describe your child's personality?	What motivates your child?	How well does your child adapt to new situations and surroundings?
My child's strengths are ...	My child doesn't really don't like ...	In school, I hope my child will ...

My child enjoys (where circle all that are applicable)	My child looks forward to attending School	yes / no
listening to stories	My child goes into School independently	yes / no
playing outdoors	My child needs reminders about positive behaviour	yes / no
writing	My child interacts with other children really well	yes / no
counting		
imaginative play		
role playing		
playing on devices		

Thank you very much for completing this form for us, please return it to
Admin.kinloss@moray-edunet.gov.uk

The regular transitions and changes associated with life for many service families may create a barrier to learning for a child from a Service Family. For children with a support need arising from health or disability factors there may be added anxiety and emotional stress on both the child with additional needs and their family.

Efficient transfer of information regarding previous assessments, paperwork and advice on recommended next steps is essential and helps us to have a good

understanding of how we can support your child / children when they join our school.

Children may be in the process of being assessed whilst transferring to another school, this can be an additional concern for parents / carers as they move to Kinloss. Good practice has shown that early assessment, recognition of the needs of the child and how these can be met, has to be the primary concern and we work with families to ensure this happens. The smooth transfer of assessments and records will ensure that families do not feel that they are 'starting again' in the identification of their child's additional support needs or finding problems in discontinuity in provision.

	ENGLAND, WALES, SCE		SCOTLAND			
Birthday Between	1 Sept - 31 Aug		1 Sept - 29 Feb		1 Mar - 31 Aug	
Age	School Year	Exam Stage	School Year	Education stage	School year	Education stage
4-5	Reception	EYFS	P1	Early	Nursery	Early
5-6	Year 1	KS1	P2	First	P1	Early
6-7	Year 2	KS1	P3	First	P2	First
7-8	Year 3	KS 2	P4	First	P3	First
8-9	Year 4	KS2	P5	Second	P4	First
9-10	Year 5	KS2	P6	Second	P5	Second
10-11	Year 6	KS2	P7	Second	P6	Second
11-12	Year 7	KS3	S1	3 rd /4 th level	P7	Second

The table outlines the different ages and year groups at which children join the Scottish Education system and the different Curriculum for Excellence Levels they will be progressing through to achieve.

Additional support and guidance

information can be found at these links and in the appendices:

<https://forceschildrenseducation.org.uk/>

<https://education.gov.scot/parentzone/additional-support/specific-support-needs/family-circumstances/Interrupted%20learning>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175365/Armed-Forces-Families_Goodpractice.pdf

<https://www2.gov.scot/Resource/Doc/294630/0091104.pdf>

ADDITIONAL SUPPORTS – DEPLOYMENT / TRANSITIONS



If you are deployed at all, please inform the school as we have additional supports we can put in place for your child, such as attendance at our Parents' Working Away (PWA) club where designated support staff will provide opportunities for your child to be supported through a range of activities including completing e-blueys, making cards, making memory jars and developing emotional literacy.

Deployments and transitions in and out of Kinloss Primary School are supported by our whole school team, and especially by our dedicated Armed Forces Pupil Support Worker - Mrs Homer, funded by The Armed Forces Covenant Fund Trust. Mrs Homer makes contact with children from Armed Forces families as soon as they join us and is able to provide support and reassurance as and when it is needed during times of deployment and transitions. She works with individual children, small groups and lunchtime Deployment club.



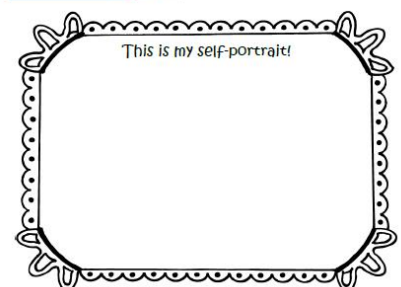
As a school, we work closely with 39 Engineer Regiment at Kinloss Barracks through joint activities, AWS coffee morning, fundraising events and religious and moral guidance from the Army Padre at school assemblies. We celebrated the Queen's Platinum Jubilee by planting trees with 39 Engineer Regiment at the Barracks, and all children got to take part in this celebration.



When a family informs us that they are leaving due to a new move or posting to another area, Mrs Homer works with the child to develop their own individual transition booklet to help build memories of Kinloss Primary School and tell the new school all about wonderful them. They are also presented with the Leaver Award certificate for being a fantastic member of our school community, in their last whole school assembly.



Hi,
This is my transition booklet, all about wonderful me!
I really hope you find the information about me helpful and useful so that I have a really great transition into your school _____
At the moment, I am at Kinloss Primary School in Moray, North Scotland.



MOVING ON TO SECONDARY EDUCATION



At the end of Primary 7, pupils move onto their secondary education. Most children at Kinloss move onto Forres Academy. There are a series of information meetings for parents and pupils held during the latter part of Primary 7. There are also induction days at the Academy so that pupils become familiar with the school, its layout and some of their new teachers. It is also an opportunity for pupils to meet children from other schools who will be starting their first year at Academy with them. There are enhanced transition opportunities scheduled for pupils who have additional needs which need to be supported.

The contact details for Forres Academy are:

Head Teacher: Mrs Jan Sinclair

Tel: 01309 672271

Address: Burdsyard Road
Forres Morayshire
IV36 1FG

Email: admin.forresacademy@moray-edunet.gov.uk

Website: <https://blogs.glowscotland.org.uk/my/forresacademy/>

Twitter: <https://twitter.com/forresacademy1>

Facebook: ForresAcademy, Moray



CONCERNS / COMPLAINTS PROCEDURE

Kinloss has an open-door policy, which means that parents are welcome in the school at any time, signing in at reception first. If, however, parents wish to discuss something in depth it is better to make an appointment for a time when the teacher is free from class commitment. If issues remain unresolved then an appointment can be made (through the school administrator) with Mrs Wolford, Head Teacher. Any concerns / complaints emailed to school will be responded to within seven working days. We do ask that parents / carers email the school with any concerns / queries rather than sending a message on Class Dojo as the school emails are monitored more regularly, and Class Dojo messages may not be seen immediately, thank you.

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. The curriculum is split into two sections, the Broad General Education and Senior Phase. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. 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. All children and young people have an entitlement to provision of an excellent education so that they develop **skills for learning, life and work**.



<https://scotlandscurriculum.scot/>

<https://education.gov.scot/education-scotland/scottish-education-system/broad-general-education/>

Curriculum for Excellence is **not** a '*one size fits all*' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach the eight core subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18, firmly focused on the needs of the child and young person and designed to enable them to develop the four

capacities. At Kinloss, we focus on all learners developing across The Four Capacities – the curriculum aims for all children to become:

- **Successful Learners**
- **Confident Individuals**
- **Responsible Citizens**
- **Effective Contributors**

All our learning experiences at Kinloss focus on The Seven Principles of Curriculum Design. All learning must take account of these principles:

- **Challenge and enjoyment**
- **Breadth**
- **Progression**
- **Depth**
- **Personalisation and choice**
- **Coherence**
- **Relevance**

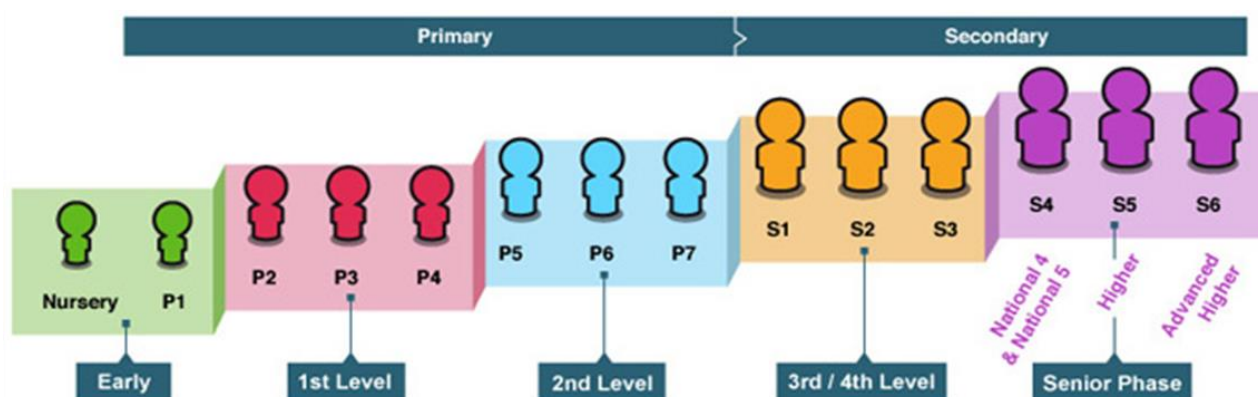
Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge 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. Additional Information:

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

CURRICULUM LEVELS

These describe the progression in learning and development of children and young people from age 3-18 years, across the Broad General Education and the Senior Phase in Secondary school. In brief, these are:

- **Early Level** - pre-school through to end of Primary 1.
- **First Level** - through to the end of Primary 4.
- **Second Level** - through to the end of Primary 7.
- **Third and Fourth Levels** - Secondary S1 - S3.
- **Senior Phase** - Secondary S4 - S6.





THE CURRICULUM

(from Building the Curriculum 3, Education Scotland)

<https://education.gov.scot/documents/btc3.pdf>

The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for personal achievement.

ETHOS AND LIFE OF SCHOOL AS A LEARNING COMMUNITY

The starting point for a successful learning community is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school. All members of staff should contribute through open, positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person's wellbeing. Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

CURRICULUM AREAS AND SUBJECTS

Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

INTERDISCIPLINARY LEARNING / IDL

Effective interdisciplinary learning (often referred to as IDL):

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding can provide opportunities for mixed stage learning which is interest based.

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas

OPPORTUNITIES FOR PERSONAL GROWTH

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. The experiences and outcomes include opportunities for a range of achievements in the classroom and beyond. All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable young people to step forward to undertake activities which they find challenging. This is one of the key areas where schools need to work closely with voluntary youth organisations to help young people access information and opportunities and make their voices heard.

At Kinloss the four contexts of learning

- Ethos and life of school as a community,
- Curriculum areas and subjects,
- Interdisciplinary learning ,
- Opportunities for personal achievement

are the foundations on which all learning is built to ensure that all of our children become successful learners, confident individuals, effective contributors and responsible citizens with skills that will equip them for an ever-changing future.



CURRICULAR AREAS

Curriculum for Excellence is separated in to eight different curricular areas, with particular emphasis on Literacy, Numeracy and Health and Wellbeing.

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/experiences-and-outcomes/>

Expressive Arts

Art, Drama, Music and Dance

Health & Wellbeing

Personal, Physical, Social and Emotional Health

Literacy and English

Listening and Talking, Reading, Writing and Modern Languages

Numeracy and Mathematics

Number Work and Problem Solving

Religious and Moral Education

Religions, Values and Beliefs.

Sciences

Social Studies

Technologies

Planning of learning contexts and methods may be personalised according to an individual's learning and development priorities. Thus, there may be different expectations of learning achieved for different children.

It is **not** only the academic achievements of children that are recognised. We celebrate a range of achievements reached by children in and out of the school community e.g. Progress in personal development, participation in events, extra-curricular and personal interest activities.





EXPERIENCES AND OUTCOMES

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities using interesting Context for Learning e.g. Vikings, World War 2, Minibeasts, etc. Not only do children learn more about the context, but they are continuously developing their skills for life, learning and work.

CfE represents a different approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth. Examples of how they will learn differently are:

- Using technologies in learning – to find material, communicate, create and present
- Active learning – being actively engaged, whether mentally or physically, using real life and imaginary situations
- Cooperative learning – encouraging thinking and talking together, to discuss ideas and solve problems
- Interdisciplinary learning – using links between different areas of learning to develop, reinforce and deepen understanding
- Outdoor learning – making use of the outdoor environment for learning
- Personalisation and choice – being given choices and being involved in planning how and what they learn. Not 'one size fits all'
- Skills – CfE emphasises the development of skills for learning, life and work. These include higher order skills – thinking about complex issues, problem solving, analysis and evaluation; creativity; and critical thinking skills – making judgements and decisions, developing arguments and solving complex problem

ASSESSMENT

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action. To this end we regularly track all children's progress across the Broad General Education and pupils also have an individual profile folder. These profile folders will be made available on a termly basis so that you can be involved with your child's learning, achievements and progress. Assessment is crucial to tracking progress and achievement and also for planning next steps to enable quality learning to take place. Learners are greatly involved in this process so that they can take ownership of their learning progression.

- Self assessment - what has been successful and what needs improvement
- Peer assessment - help others appreciate what is good about their work and what needs developing
- Personal learning planning - pupils, teachers and parents will work together to develop planning for the child's next steps in learning.

SKILLS

The CfE emphasises the development of **skills** for learning, life and work across all curricular areas. The skills include **literacy, numeracy** and associated **thinking skills; skills for health and wellbeing**, including **personal learning planning, career management skills, working with others, leadership** and **physical co-ordination** and

movement skills; and **skills for enterprise and employability**. These skills will be relevant to all children and young people, the responsibility of all teachers and are wide ranging and include:

- **Higher order skills** - thinking about complex issues, problem solving, analysis and evaluation and creativity.
- **Critical thinking skills** - making judgements and decisions, communicating, co-operating with others, self-organisation.

Important themes are Enterprise, Global Citizenship and Sustainable Development.



PLAY

Play is acknowledged as an essential part of the primary curriculum, particularly at the early stages where it could be described as a child's 'work'. It provides a focus for children to explore, and to learn about sharing materials and ideas. Encouraging children to be curious helps them to gain an understanding of their world, and through play this is non-threatening. The ways in which children learn through play are discussed more fully at the Primary 1 induction evenings.

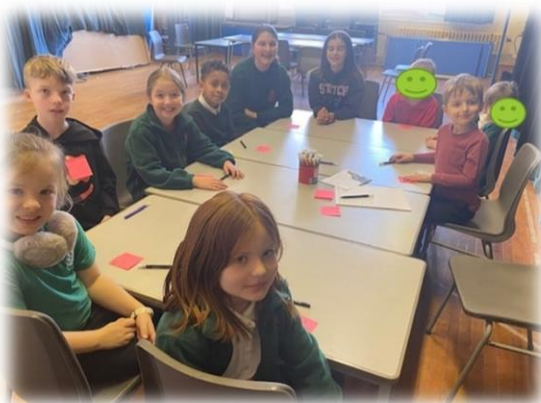


PUPIL VOICE GROUPS

Pupil participation and pupil voice are important features of our community and learning at Kinloss Primary School, and we have a large focus on pupil led learning. All pupils in P2 – 7 have an opportunity to be involved in the school's Pupil Voice Groups and we value their contributions to our school improvement. The pupil is voted to join the Pupil Council from each class and these children work with Mrs Wolford to help lead improvements across the school. This year these include:

- Playground Ambassadors
- Kinloss Community Ambassadors
- Rights Respecting School Award
- Expressive Arts Group
- ECO Schools
- Health Ambassadors
- Junior Road Safety Officers
- Enterprise Ambassadors
- STEM Ambassadors
- Sports Ambassadors

Minutes and action points from the termly meetings are displayed with the school for all children to read. In addition, there are numerous voluntary extra-curricular activities which children can take part in. E.g. Glee club and a variety of sports clubs.





HOMework

Homework is an important feature of school life and we believe that through partnership with home and school this helps pupils to build skills for learning, life and work. Through this partnership (school and home) we aim to develop each child to their full potential, and one of the ways in which this has been established is through homework activities. The children experience a broad and balanced education as delivered through the 3-18 Curricular Guidelines. This will be reflected in the type of homework your child may be given. Below you can read all about our vision for homework at Kinloss Primary School.

Homework vision and aims:

- to give opportunities to practise and consolidate skills or knowledge following these being taught in school
- to make parents aware of pupils' progress and give some insight into the daily learning
- to ensure progression from P1-P7
- to develop good work habits, self-discipline and train children to set time aside at home for study.
- to be varied in subject matter and type to stimulate and maintain interest

These activities have to be meaningful and interesting, as well as providing useful reinforcement of class work recently undertaken.

Your child will also be asked to complete reading homework several times per week, either from school readers, school novels or books from home. The emphasis is on reading for enjoyment and we recommend that you encourage your child to read as frequently and as widely as possible. Allow time to complete reading and other homework in an environment that is free from distractions. Discuss their learning with them, and do not hesitate to add any comments you have about their learning, when you sign their reading records or homework diaries.

As children progress through the school, there is an increase in the amount of homework issued (Literacy, Numeracy, Health and Wellbeing and Research tasks) in preparation for children moving to secondary schools. Homework activities will normally take place between Monday – Thursday nights and handed in on a Friday morning. Suggested weekly times:

P1 - 3 15 -20 mins approximately

P4 - 5 20 - 30 mins approximately

P6 - 7 30 - 45 mins approximately

Homework will be monitored by class teachers and members of the management team at Kinloss Primary School. Further information can be found in our separate Homework Policy document.



PARENTAL INVOLVEMENT OPPORTUNITIES

To fully involve parents/carers in their child's education the school draws up a programme of opportunities to report to parents across the school year. These include:

- Termly Parental Open Afternoons and shared learning
- Termly Pupil Reports
- Parent/pupil appointments - October and March
- Parental Information Evenings
- Termly Chat and Chill meetings with the Head Teacher (all parents welcome to attend)
- Parental Feedback
- Opportunities to hear parental views through consultations, focus groups etc
- Opportunities to celebrate achievements through Assemblies, Concerts etc.
- Monthly School Newsletters
- School Twitter account
- Support Plans/IEPs for pupils where appropriate

At the start of each session parents are informed about the arrangements made for the formal reporting of each child's progress. After considerable evaluation last session, (the gathering of parental online feedback and through focus groups about reporting and staff discussions) we have made the following changes to the way we report to parents at Kinloss to ensure we are recognising your child's achievements, progress and next steps on their learning journey and in line with current guidance from Education Scotland.

Throughout the year we also offer open afternoons for parents to see their child's learning and achievements and a class assembly each year, where your child will share their learning with you. After the assembly, you will be offered a chance to visit your child's class and see their pupil profile. Class assemblies will be held on Friday afternoons at 1.45pm this year, unless otherwise specified.



We have an 'open door' policy, which means you are welcome to approach the school office to request an appointment, to speak to a teacher or other member of staff at a mutually convenient time. Teaching staff and school management may also get in touch with parents/carers to discuss any learning, personal or behaviour matter as issues arise.



Parents and friends are welcome helpers around the school and in classes. This enables us to foster the home and school link and to

broaden the curriculum. We aim to communicate effectively with parents, and to work in partnership with them.

Parents, teachers, and friends of the school share their interests and expertise with children in a variety of extra-curricular activities. The programme for these is organised at the start of each session and depends on the availability of support. We believe that it is important for children to participate in school concerts, educational trips, local activities and inter-school competitions, etc. We appreciate the help we receive from our parent volunteers. We ask you, as parents, to take an active interest in all that your child does and support us in maintaining the high standards set by the school.



REPORTS

Reports are undertaken in the following ways – a short termly report, parents’ interview evenings and when necessary, regular meetings. We wish to fully involve parents in their child’s education. In August we have a “Meet the Teacher” session and in October, we have our pupil/parent consultations with the purpose of discussing your child’s progress and their settling in report.

Term	Reporting Event
Term 1	Parent / Carer open afternoon – Meet the teacher
	Settling in Report
	End of term – Parent Appointment
Term 3	Parent / Carer open afternoon
	Optional Parent Evening Appointment
	End of term – short report
Term 4	Parent / Carer open afternoon
	End of term – final report

PARENT CONSULTATIONS

At Kinloss Primary School, we value the opinions of our parents / carers and members of the community. We consult with all of the Parent Forum (any parent / carer who has a child at Kinloss Primary School is automatically a member of our Parent Forum) through a variety of methods, online surveys, focus groups, questionnaires etc before making important changes and putting new policies in place. (E.g. parents and community members were consulted for their opinions on the rezoning of Forres Primary schools, the Moray Council Budget, The Additional Support Changes, and other national consultations).

Kinloss Primary has a Parent Council. Elections take place on a yearly cycle and the school sends the information directly to parents prior to the event. We are fortunate in being well supported by a great team of parent representatives on our Parent Council.

We recognise that parents are the first and foremost educators of their children and know them best. We strive towards promoting parent and school partnership and the Parent Council exists to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between the school, parents, pupils and the local community
- report annually to the parent forum.

We work closely together to benefit our pupils in many ways.



Across the school year, the Parent Council supports events for pupils and parents, Summer and Christmas Fayres, sponsored events and many other things to involve the community in the life of the school. The funds raised through such activities have provided bus trips, track suits, sports equipment, interactive white boards and much more to enhance what we can offer to our young people.



EXTRA CURRICULAR ACTIVITIES



We have an abundance of lunch time activities and clubs run by our very willing and supportive staff. Pupils can experience a diverse range of clubs, from creative to sporty. There are also a range of clubs at lunchtimes for pupils to experience from reading to art and deployment support. These include reading club, ICT Club, Art Club, Homework club and Young Stem Leaders.

ASSEMBLIES

This year we are holding one assembly a week on a Friday afternoon, which is either taken by Mrs Wolford, the Padre or another Minister or a class assembly. We use our assemblies not only for religious observance but also to promote sound moral values and our Monday morning assembly has been an excellent opportunity to raise awareness across the school of the whole school focus on Values and Health and Wellbeing for that week. Class assemblies are held regularly in our school and parents are invited to attend. Each class will have an assembly each a year and the dates will be issued at the start of the academic year.



Primary 7 readers sharing the Christmas Story in assembly.

Where parents exercise their legal rights to withdraw their children from RME Observance their wishes will be respected, and the children will be treated sensitively. To make these arrangements, please forward a letter to the head teacher stating your reasons for this request.

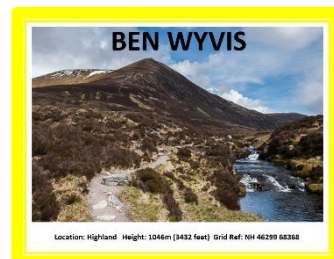
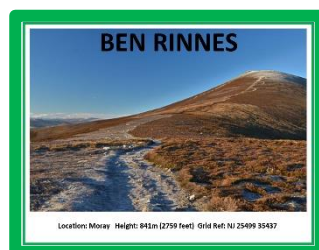
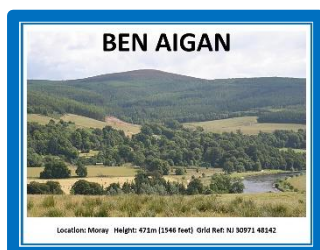
Our assemblies are also where we share our achievements. Achievement certificates are issued in assembly for pupils who have put in exceptional effort in their learning that week.

Pupils are also invited to share their wider achievements out with the school or OWLs (our wider learning), these achievements are recorded on an owl and put on display in school.



INTER HOUSE COMPETITIONS

Every child from P1 upwards is allocated to a schoolhouse which is named after a mountain to the north, south and east of Kinloss:



Aigan house colour is blue

Morven house colour is red

Rinnes house colour is green

Wyvis house colour is yellow

and they all have opportunities to contribute towards the points system for house initiatives.

There are regular opportunities for pupils to gain house points through a variety of competitions, events and by working hard in and out of class. Any staff member can award house points to pupils.

SCHOOL UNIFORM

With the support of parents, we strongly recommend the wearing of school uniform and refraining from make up or coloured hair dye to lessen the pressure of children competing to wear the latest fashions and fit in.

At Kinloss we believe that wearing a school uniform:



- Creates a sense of belonging, pride and community.
- It shows that you want to meet the high expectations of your community.
- Dressing the same reduces bullying and social pressure on students to choose and purchase expensive designer clothes.
- A smart uniform helps students learn how to dress formally.
- Children should wear green school sweatshirts/cardigans with white or red polo shirts with grey or black skirts or trousers.

Please ensure that all of your child's clothing is labelled, so that if it is misplaced, we can return it quickly to them. For P.E. house t-shirts and shorts (not football

strips), indoor gym shoes and outdoor trainers are required, any long hair should also be tied up to ensure there are no injuries during PE. In reception, we have a selection of pre-loved school uniform available for anyone to have.

We would ask that all pupils have their PE kit in school all week and then take it home for washing on a Friday. Pupils are not to wear jewellery, watches or fitbits during PE, this is always to ensure their safety in the PE lesson. It is helpful if PE equipment, school bags and jackets can have the child's name marked on them. Please leave jewellery and valuables at home. This should prevent the distress caused by items being lost.



Some households may be entitled to clothing grants. Please refer to **Appendix A** for access to information and application forms.

Throughout the year we hold a variety of dress down days often with a theme (Red, White and Blue day, World Book Day, Comic Relief etc) on these days it is acceptable for children to come in non-uniform and with face paints etc to match the theme of the day. This information is usually communicated with parents by newsletter, school calendar or flyer prior to the event. These events are always voluntary and your child does not need to take part if they do not wish to, and they will be asked to wear school uniform to school if they are not taking part on the day.



LOST PROPERTY

Unfortunately, things can get lost from time to time and we have a lost property box in the entrance of the school. At regular intervals throughout the year, we display all of the lost property for parents to view and hopefully return missing items to their owners. All school uniform that is not claimed after a term is either donated to charity or washed and available for pupils and parents to use. Please check with the school office if you are missing any items of property.



EQUALITY AT KINLOSS PRIMARY SCHOOL

Our children and young people live in a diverse society in 21st century Scotland. Kinloss Primary School is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect.

At Kinloss, we work in partnership with other services, agencies and families to deliver integrated services for children, families and young people. Children's Plans for Moray Children uses the principles of GIFREC (Getting It Right for Every Child) which sets out our commitment to improve and develop services against the key Health and Wellbeing themes (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included), to achieve:

- Enhanced support to children and families, when they need it
- Improved services and improving outcomes for the children at Kinloss

Our approach to equality and diversity is based on the following key principles:

- 1. All learners are of equal value** irrespective of their race; gender and gender identity; religion or belief; or sexual orientation. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities and outcomes as others.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of inclusion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve/attain to their highest potential.

6. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
7. **Challenging prejudice and stereotyping.** We tackle negative prejudice and stereotyping. We challenge and report all incidents of prejudice based bullying, for example racist, homophobic or bullying of people because of a disability. We will also challenge gender-based and other stereotypes.

UNCRC AT KINLOSS PRIMARY SCHOOL

UNCRC United Nations Convention of the Rights of the Child - Recognising and realising children's rights. <https://www.gov.scot/policies/human-rights/childrens-rights/>

At Kinloss Primary School we are working with our children to raise awareness of the UNCRC and the Rights of the Child across our school. By raising awareness of these Rights, we hope to empower our children and develop their knowledge and understanding of their Rights. These Rights underpin our Class Charters, our School Ethos and the learning that we do at Kinloss Primary School throughout the year. We were recently awarded our Silver Rights Respecting School Award, which was led, supported and achieved by our RRSA Pupil Voice Group.



POSITIVE RELATIONSHIPS

At Kinloss Primary School we promote positive, nurturing relationships between all members of our school community: pupils, teachers, support staff, parents / carers and visitors. We embed this positivity through our school values of being kind, respectful and helpful, whilst having fun.

Pupils are educated in a secure, happy, caring and friendly environment which provides opportunities for them to attain their full potential – academically, socially and emotionally. Parents are secure in the knowledge that their child is being educated in partnership with them, and that the best interests of their child are being catered for in all aspects of school life.

After consultation with staff and pupils we found that we had at least 60 different school rules. Consequently, we have introduced four new school rules:



Positive systems are created with a clear focus on praise and encouragement. We should always remember that children would tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.

Your child may display disruptive behaviour (low-level, serious or violent), and will require additional support to develop positive behaviour in school and possibly to stop offending in the community. It is important that your child can develop good relationships and positive behaviour in the classroom, playground and wider community.



It is important to remember that all behaviour communicates feelings, whether they are positive or negative. Our response at Kinloss is to focus on identifying how someone feels and helping them to cope with and respond to those feelings.

At Kinloss Primary School, we **DO NOT** tolerate bullying.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. Bullying behaviour can harm people both physically or emotionally. What is bullying:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

A child's experience will be directly affected by the response they get from the adult who is dealing with an issue.

Kinloss Primary is a 'solution oriented' school. We encourage children to treat others as they would like to be treated themselves. Positive playground play and behaviour is emphasised and if there is an issue we listen to all sides of the situation and promote a restorative approach to get it right:

"Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation."

It also means that: Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others.

There are adult supervisors in the playground who reinforce the positive play message and monitor behaviour. Pupils are asked to talk to an adult or teacher about matters that are not resolved or causing distress. At Kinloss, we have an open-door policy and are happy to discuss any worries or concerns that you may have about your child during their education with us.

More advice can be found on these websites:

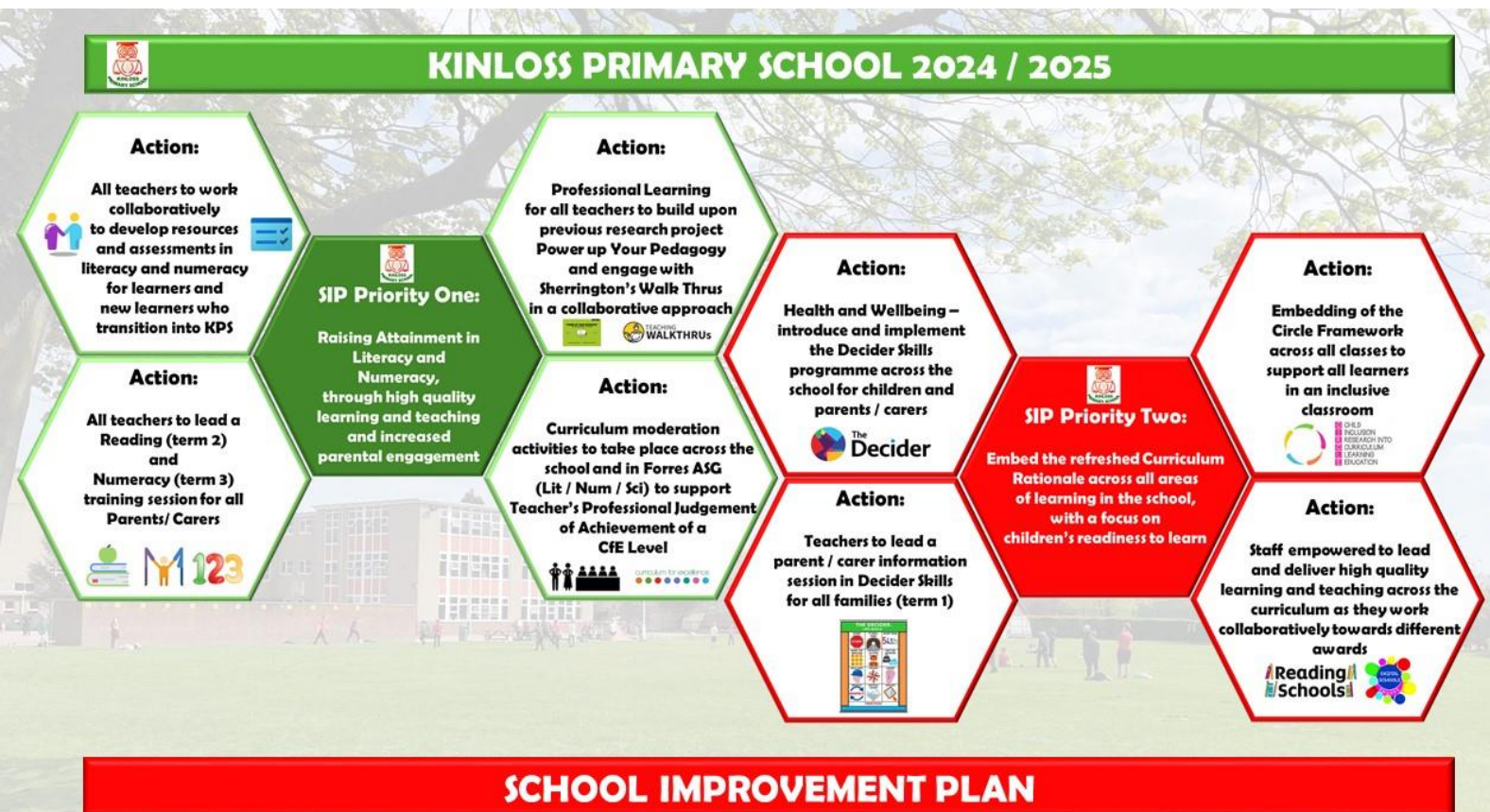
<https://education.gov.scot/parentzone>

<http://respectme.org.uk/>



SCHOOL IMPROVEMENT PLAN

At Kinloss Primary, we aim to *improve* educational experiences for all of our pupils. Each year we will identify a number of improvement priorities. These priorities are set, and agreed, by all pupils, parents and staff, and are available to see at the school office, the school wall display, shared with parents through school newsletters or on the school website.



THE SCHOOL'S SUCCESSES OVER THE YEAR

Achievements are celebrated regularly through weekly assemblies, presentation of certificates and stickers, out of school achievements displays in our foyer and celebration of events in local newspapers. This year we have continued to experience many successes and achievements; some of these are:

- Taking part in local sporting competitions: cross country, orienteering, football, Kwik Cricket, rugby.
- Participating in Wild Things Forest Schools
- Taking part in the annual Rotary Quiz
- P7 residential trip to Alltancriche
- Taking part in the Great Science Share
- Participating in the Great Beach Clean Up
- Having the book *Soggy Saturday Sandwich* dedicated to the school by author Stuart Reid
- Information on Kinloss' (and other schools) performance can be obtained at

<https://education.gov.scot/what-we-do/inspection-and-review/reports>

[Reports page](#) | [Inspection reports](#) | [Education Scotland](#)





ADDITIONAL SUPPORT NEEDS

Children do not all progress at the same rate and provision is made within the school for children who, for a variety of reasons, are experiencing any difficulties. When a child has been identified as requiring additional support, parents will be notified and invited to come into school to discuss the matter with the class teacher and/or the ASN teacher.

A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. Some children will have an **IEP** (Individualised Educational Programme) devised for them. This will be devised by the class teacher and ASN staff. The IEP will be shared with parents and the programme will be monitored and updated on a regular basis. Staff also work in partnership with other agencies. E.g. Speech and Language Therapy, Educational Psychology Department.

ASN teachers may work with a child, or group of children, in the classroom and sometimes children are withdrawn for specific tasks. Some children may only need additional help for a short period of time whereas others may have a longer-term requirement. Children requiring extra help, may also be supported in the additional support needs base. Extra help can be provided for literacy, numeracy, personal, social and emotional, and behavioural needs.

Parents who have concerns about their child's progress should make an appointment to discuss the matter with the class teacher in the first instance.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. More information can be found on The Moray Council's website regarding this and the council's provision for additional support needs in Moray. There are also internet links to other potentially useful organisations via The Moray Council's website. Please refer to **Appendix A** for how to access this.

Information on *GIRFEC* ("*Getting it Right for Every Child*") is available at:
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

GETTING IT RIGHT FOR EVERY CHILD

It is **everyone's job to ensure that children are kept safe**. Schools in Moray follow the National Guidance for Child Protection (2014) and are required to report and suspected child abuse to Police or Social Work.

If you have concern for a child, call duty Social work on 01343 563900 (08457 565 656 out of office hours) and /or the Police on 101. Pass on your concern and the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect



If you are unsure, ask for the Child Protection Coordinator in the School. They have received the latest training in Child Protection, so they are confident, well informed and supported to promote the protection of children. You can discuss your concern with them. Social Work and or Police can also be consulted out with school hours if required.

More information can be found on the Moray Child Protection webpage here:

http://www.moray.gov.uk/moray_standard/page_55497.html

As part of the national Getting It Right For Every Child (GIRFEC) approach children and young people from birth to 18 or beyond (if still in school) and their parents will have access to a Named Person to help them get the support they need. From birth until the end of Nursery the Health Visitor is the Named Person. In primary schools the Head Teacher is usually the Named Person and will remain throughout their time at primary school.

On transition to secondary school, Principal Teachers of guidance usually become the Named Person. The Named Person will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

The GIRFEC approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the

support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how

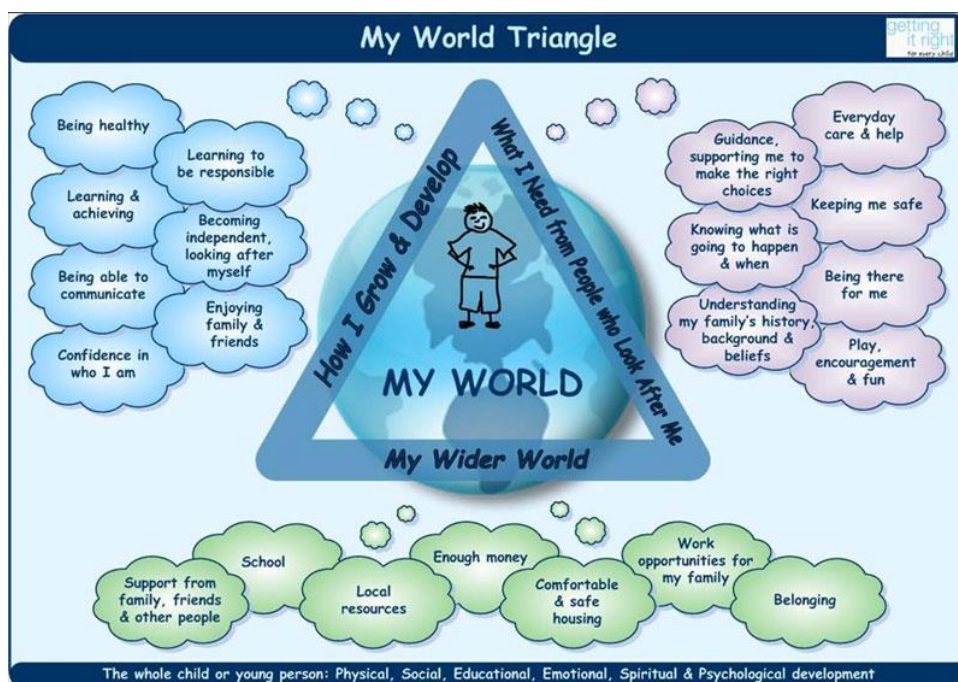
safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI – wellbeing indicators)

they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The **Named Person Service** supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (eg from health, social work, police etc) if required.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your **Named Person** by phone, email or alternatively a letter marked for the attention of your Named Person.

There has been a recent update to the law on physical punishment, which is different from the rest of the United Kingdom. This information has been included here as we are aware that families join our school community from across the world and we want everyone to be aware of this important information in Scotland.



The law on physical punishment of children in Scotland



From 7 November 2020, all physical punishment of children is against the law. If you want to know more detail about this change, please visit our website:
<https://www.gov.scot/publications/physical-punishment-and-discipline-of-children-how-the-law-is-changing/>



Physical punishment can be harmful for children. It can include smacking, hitting, slapping, spanking and pinching.



This change in the law is about making things better for children.



We want Scotland to be the best place in the world for children to grow up. This change supports that.



It can sometimes be difficult to cope with being a parent or carer.



That is why we have put together some advice and tips for keeping calm when things get hard.

You can find these at

<https://www.parentclub.scot/sites/default/files/inline-files/rewarding-relationships.pdf>



If you are a parent, you are not on your own.

We all find things hard sometimes. Support is available.



If speaking to someone might help, you can talk to [Children 1st Parentline](https://www.children1st.org.uk/help-for-families/parentline-scotland/) on 08000 28 22 33. This is a free service.

The

Links:

<https://www.parentclub.scot/sites/default/files/inline-files/rewarding-relationships.pdf>

<https://www.children1st.org.uk/help-for-families/parentline-scotland/>



PRACTICAL INFORMATION

All visitors to the school must report to the school reception and sign in before proceeding further into the building. All volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form.

No child is allowed to leave the playground without permission. If your child is going to be absent, please inform the school as soon as possible so that safety is assured.

START AND END OF THE SCHOOL DAY

Our school day starts at 8.45am, and we respectfully ask that children in Primary 1 – 3 are dropped off by a parent / carer who waits with them until the bell rings at 8.45am and they line up for their class teacher. Children in Primary 4 – 7 can walk to school unaccompanied and wait in the school playground until the school bell rings.

The school's responsibility for the children starts at 8.45am and prior to this, parents / carers are responsible for getting their children to school on time. If your child forgets an item they need during the day, school bag, water bottle, packed lunch, coat etc these can be dropped off at the main reception and will be passed on to your child. If you are in any doubt, please telephone the school and we will happily advise you.

At the end of the school day, we respectfully ask for all Primary 1 – 3 children to be collected from school by their parent / carer. If for any reason you are unable to collect your child from school, please contact the school office to inform us of who is picking your child up. If it is to be an older sibling, we respectfully ask for them to be over the age of 16 years old, if they are not, we will contact you to make alternative arrangements for your child to be collected. Primary 4 – 7 pupils can walk home unaccompanied after school.

SCHOOL LUNCHES

Meals are cooked on the school premises and, at the start of session, parents are advised about the cost of school meals. Six weekly meal plans are available. The weekly menu is displayed in reception. We now run a cashless catering service whereby there are no more dinner tickets issued. You can either pay for school lunches online or direct to the canteen staff in the dining room before 8.45am. The price of a school lunch is £2.40. Your child will be given a unique code to allow you to access the online system. Pupils from P1 – P5 are entitled to Free School Meals. The School dinner menu can be found here:

http://www.moray.gov.uk/moray_standard/page_55519.html

If you think your household income may mean your child is eligible for free school meals, then refer to **Appendix A** to access information and a claim form from The Moray Council.

Staff are in attendance at lunchtime, supervising the dining hall for those having school lunches and packed lunches.



ALLERGIES

At Kinloss, we have several children who have nut allergies and some of these allergies are very severe. Any contact at all with nuts or certain pulses could cause a life-threatening allergic reaction that requires emergency medical treatment. We must provide them with a safe environment at all times. Therefore, we are asking for parents to be mindful of the snack that their child brings to school and if at all possible, avoid nuts and nut-based products in their lunchboxes as well.

If your child receives a diagnosis for an allergy of any sort, please inform the school as possible so that we can make arrangements to support them during the school day.

WATER BOTTLES

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. There is a water fountain available on each floor to top up bottles. Please bring a named water bottle to school. Please note juice, fizzy drinks or high energy drinks are not permitted. Water bottles should contain plain water or flavoured water.

TRANSPORT

The school is unable to accept responsibility for bicycles, but we do encourage cycling and have ample space for bicycles in our storage facilities. Please note cycling is **not permitted** inside the school grounds.

Any child living more than two miles from the school is entitled to transport if the family live in the school's catchment area. Children living out with the zone are not entitled to transport.

To claim entitlement, please refer to **Appendix A** for information on how to request an application form.

DEVICES

We respectfully ask that any devices including tablets, smartwatches and mobile phones do not come to school. If a device is accidentally brought to school, it will be handed to the school office, where the parent / carer will be asked to collect it from. Parents are advised that Kinloss Primary School accepts no liability for the loss of or damage to any devices including mobile phones which are brought into school or on school grounds by a pupil.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be handed to a member of the office team who will contact their parents / carer. The mobile phone will be stored by the school office and the parent / carer will be asked to collect it.

SCHOOL HANDBOOK: APPENDIX A

Contact: The Moray Council, Education and Social Care **Address:** Council Office, High Street, Elgin IV30 1BX **Website:** www.moray.gov.uk

Telephone: 01343 563374 **Fax:** 01343 563990 **Email:** educationandsocialcare@moray.gov.uk **Hours:** 8.45am - 5.00pm Monday to Friday

Revised 19/11/2015

Moray Council A-Z	Telephone:	Web page address:
Active Schools	01343 563890	http://www.moray.gov.uk/moray_standard/page_42597.html
Additional Support for Learning	01343 563374	http://www.moray.gov.uk/moray_standard/page_42567.html
Admission to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52987.html
Adverse Weather Procedures	Local school or 01343 563374	http://www.moray.gov.uk/moray_standard/page_53021.html http://schoolclosures.moray.gov.uk/ http://www.moray.gov.uk/moray_standard/page_40560.html

After School Clubs	01343 563374	http://www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	01343 563374	http://www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	01343 563374	http://www.moray.gov.uk/moray_standard/page_55580.html
Bullying	01343 563374	http://www.moray.gov.uk/moray_standard/page_52988.html
Childcare	01343 563374	https://www.scottishfamilies.gov.uk/
Children and Families Social Work	01343 563374	http://www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	01343 563900 03457 565656 (out of hours) 101 (Police Scotland)	http://www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	01343 563144	http://www.moray.gov.uk/moray_standard/page_55486.html
Moray Council A-Z	Telephone:	Web page address:
Community Care	01343 563999	http://www.moray.gov.uk/moray_standard/page_77362.html

Community Learning & Development	01343 563374	http://www.moray.gov.uk/moray_standard/page_39860.html
Curriculum for Excellence	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Data Protection	01343 563374	http://www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Education and Social Care	01343 563374	http://www.moray.gov.uk/moray_standard/page_43612.html http://www.moray.gov.uk/moray_standard/page_2069.html
Education Maintenance Allowance	01343 563338	http://www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	01343 563374	http://www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Local school	http://www.moray.gov.uk/moray_standard/page_55486.html

Grants and Bursaries	01343 563374	http://www.moray.gov.uk/moray_standard/page_43903.html
Home Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Information for Parents and Carers Leaflets	01343 563374	http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html
Instrumental Instruction	01343 563374	http://www.moray.gov.uk/moray_standard/page_53005.html
Notes for Parents and Carers booklet	01343 563374	http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html
Moray Council A-Z	Telephone:	Web page address:
Learning and Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_44028.html http://www.moray.gov.uk/moray_standard/page_76320.html
Libraries & Information Services	01343 562600	http://www.moray.gov.uk/moray_standard/page_1472.html

Museums Service	01309 673701	http://www.moray.gov.uk/moray_standard/page_572.html
Parental Involvement & Parent Councils	01343 563374	http://www.moray.gov.uk/moray_standard/page_55068.html
Placing Requests	01343 563374	http://www.moray.gov.uk/moray_standard/page_49601.html
Pre-School Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Racial Equality	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
School Catchment Areas	01343 563374	http://findmynearest.moray.gov.uk/my_moray.php?pcode
School Contact Details	01343 563374	http://www.moray.gov.uk/moray_standard/page_55590.html
School Information Line	0870 054 9999 Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge	http://www.moray.gov.uk/moray_standard/page_40560.html
School Meals	01343 557086	http://www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	01343 563374	http://www.moray.gov.uk/moray_standard/page_55829.html

Sports Facilities	01343 563374	http://www.moray.gov.uk/moray_standard/page_2237.html
Swimming Pools	01542 882222	http://www.moray.gov.uk/moray_standard/page_74674.html
Transport (Pupils)	0300 123 4565	http://www.moray.gov.uk/moray_standard/page_1680.html http://www.moray.gov.uk/moray_standard/page_47797.html http://www.moray.gov.uk/moray_standard/page_56922.html
Travelling People	0300 123 4566	http://www.moray.gov.uk/moray_services/page_40313.html