

MILLBANK PRIMARY



School Handbook 2024-2025

‘The information contained within this Handbook is correct at the time of publication, and is updated annually’. You may wish to elaborate further with a statement such as ‘This Handbook has been prepared by the Head Teacher, and follows guidelines set out by Moray Council’.

Date of publication: 8th December 2024



www.moray.gov.uk

01343 563374

**Moray Council
Education, Communities and Organisational Development**

Ambitious to Achieve Excellence Together

Our aims:-

- Ensuring people's outcomes remain at the heart of what we do
- Ensuring effective partnership working
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them
- Actively promoting early intervention
- Delivering accessible, consistent, equitable and high quality services
- Using our resources effectively and targeting our capacity appropriately and efficiently
- Engaging and involving through effective communication with everyone we work with
- Promoting equality
- Sharing and using our information openly and fully
- Creating a culture of self-evaluation and continuous improvement

**Notes for Parents and Carers -
Notes for Parents and Carers booklet:**

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 Education, Communities & Organisational Development, or the Moray Council Internet site www.moray.gov.uk/moray_standard/page_47236.html

For alternative formats, languages or further information, please ask an English speaking friend or relative to:

Phone: 01343 5633169

Email: equalopportunities@moray.gov.uk

Write to: Equal Opportunities, Moray Council, High Street, Elgin, IV30 1BX

Contents

Welcome letter from the Head Teacher	4
The Millbank Community.....	7
Transport.....	7
Our Pupils.....	7
Pupil Council.....	7
Parents.....	9
Teaching and Learning at Millbank.....	10
Curriculum for Excellence.....	10
Support for Learning and Additional Support Needs	15
Assemblies.....	17
Religious Observance	17
Outdoor Learning and Educational Visits	18
Food Share	18
Partnership between Home and School.....	19
Reporting a Pupil Absence.....	19
School Closure/Adverse Weather	19
What if something isn't quite right for my child?	19
Communication and Reporting	20
Social Media	20
School Uniform	21
School Meals.....	21
Data Protection Act.....	21
Holiday Dates.	22
Supporting Our Learners.....	24
First Aid and Medical	24
Medicines in School.	24
Sickness and Illness.....	24
Head Lice.....	24
Child Protection.....	25
Enrolment	26
Transitions.....	27
Appendices	28



EDUCATION, COMMUNITIES & ORGANISATIONAL DEVELOPMENT

Miss Kirsty Moneagle, Head Teacher

Millbank Primary School

McWilliam Crescent, Buckie, AB56 1LU

Telephone: 01542 831113

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

Website: www.moray.gov.uk

School Website: <https://sites.google.com/my.glow.scot/millbankprimaryschool/home>

Telephone Information Helpline – 0870 054 9999 School PIN Number 031340

Where Everyone Matters

RESPECT KINDNESS NURTURE

Dear Parents & Carers

Welcome to Millbank Primary School where our vision 'Where everyone matters' is supported and promoted through our values of Respect, Kindness & Nurture. Our vision and values are underpinned by our Wellbeing Indicators

This handbook is intended to provide an introduction to Millbank Primary School for parents. Millbank first opened in 1974, was reopened in 2017 as part of the Scottish Schools for the Future initiative from Scottish Government that currently houses P1-P7 classes and also the Enhanced Provision for the Buckie area, more affectionately known as 'The Bothy.'

In addition to this handbook you may wish to access our Facebook page to see the many activities and achievements that happen on a daily basis.

Whilst trying to capture the ethos of a very busy and vibrant school in this handbook, please do come and visit our school to experience in person the many fantastic aspects that makes Millbank a place 'Where everyone matters'.

On behalf of the Millbank Primary School community, I look forward to meeting you.

Kirsty Moneagle

Head Teacher

Millbank Primary School - VISION & VALUES

Where everyone matters

Respect – Kindness – Nurture

Our vision and values is indicative of our commitment to becoming a Rights Respecting School (<https://www.unicef.org.uk/rights-respecting-schools/>) which will continue to underpin our school ethos.

Senior Leadership Team

Head Teacher: Miss Kirsty Moneagle

Depute Head Teacher: Mrs Karyn Linklater

Leadership Team

Principal Teacher: Ms Fiona Peterkin (Additional Support Needs)

Teaching Staff

P1	Miss Lamont	P5/6	Mrs Flett
P1/2	Mrs Cole	P6	Mrs Bremner/Mrs Aldred
P2/3	Mrs McLennan/Mrs Douglas	P7	Mrs Mellis/Mrs Sutherland
P3/4	Miss McLaren	SFL	Mrs Melville
P4	Mrs Butterly	SFL	Mrs MacPherson-Samson
P5	Mrs Reid	SFL	Mrs Taylor
Outdoor Learning/McCrone	Mrs MacLeod	SFL	Mrs Davidson

Pupil Support Assistants

Mrs Aitken	Mrs MacKinnon	Miss Reid
Mrs Benzie	Miss Main	Mrs Shakeel-Shahzab
Mrs Coull	Miss McConachie	Miss Simpson
Miss Garrick	Mrs Milner	Mrs H Smith
Mrs Gomes	Miss Moffat	Miss Waldock
Mrs L Hay	Mrs Murray	Miss Wiseman
		Mrs Wood

Pupil Support Workers

Mrs Hay

Mrs Mawson

Mrs Mitchell

Family Link Worker

Mrs MacBean

Lunchtime Auxiliaries

Mrs Gomes

Mrs Wood

Kitchen Staff

Mrs Cowie, Unit Supervisor

Mrs Miles, Assistant Cook

Mrs Smith, Catering Assistant

Mrs Newlands, Catering Assistant

Miss Proctor, Catering Assistant

Miss Simpson, Catering Assistant

Classroom Assistants

Mrs Innes

Mrs Milne

Miss Smith

Cleaning Staff

Mrs Munro

Mrs Newlands

Mrs Pleszuk

School Administrator

Mrs Garrow

Clerical Assistant

Mrs Smith

Janitor

Mr Grant

Opening Times:

Morning	Interval	Lunch	Afternoon
08.50am	10.30am – 10.50am	12.30pm - 1.20pm	3.00pm

The Millbank Community

School Catchment Area

Our catchment area is diverse. Currently, 44% of our children have additional support needs and we receive £62,500 in Pupil Equity Funding from the Scottish Government to help to close the equity gap for our most vulnerable pupils.

The school is designated by the Moray Council to serve children living within the following territorial boundaries: High Street, March Road, Low Street, Commercial Road, and South of the A98 Cullen – Fochabers from the west of Connage to the east side of the Gollachy Burn, and south as far as Hill of Stonyslacks.

The Education (Scotland) Act 1981, gives parents the right to choose the school they wish for their children to attend, regardless of designated catchment areas. If you would like to enrol your child out with your catchment area please complete an online Placement Request form and send this to Moray Council Educational Services. You will be informed of their decision by letter with regard to your request as soon as possible.

Transport

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 outside of the catchment area are not entitled to transport. Management of this service is with the Transport section of Moray Council.

Please refer to **Appendix A** for information on how to access an application form.

Our Pupils

At Millbank we have caring teachers and staff. There's lots of people to help us and we all get what we need.

P7 Pupil

We offer a broad learning experience for our pupils at Millbank Primary School. As well as accessing an exciting curriculum, we encourage the pupils to participate in extra-curricular clubs and experiences and celebrate their successes. The pupils have a strong voice in the continuous development of our school through our pupil council and our commitment to create/cultivate a Rights Respecting School.

Pupil Council

The Pupil Council meet up to think about new ideas to make our school a better place.

P6 Pupil

At the beginning of each academic year, one pupil from each class is voted to be their class representative on the Pupil Council.

A Pupil Council Ambassador from Primary 7 is also appointed to liaise with the pupils from Primary 1 to Primary 3.

The aims agreed at our first meeting this year were:

1. To represent the pupil voice at Millbank
2. To develop our outdoor play opportunities at Millbank.

The Pupil Council have a vital role at Millbank in ensuring we live by our vision and values. They meet with a member of the Senior Leadership Team at least twice a term. Pupil voice feeds into our school improvement plan and is central to our commitment to becoming a Rights Respecting School.



Parents

Parents are a child's first and enduring educators. It is vital that we work in partnership to foster positive home and school links and to broaden the curriculum. The parent voice is essential in supporting our school development and we work hard to ensure channels of communication are always open.

Parent Council

The school has an elected Parent Council, which meets once per term, with the AGM held in September each year. The council aims to provide parents with an effective link with the school, to represent their views and to promote a positive partnership between the school, the parents and the community. The Parent Council has formed a sub-group to organise fund-raising events and social activities. This group works extremely hard to raise money to contribute towards many valuable resources and experiences used to enrich learning at Millbank.

The Parent Council aims 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.

All parents are entitled and welcome to attend Parent Council Meetings. Please contact the school or Chair, Mrs Belcher, knablim@hotmail.com, for further details.

We are very lucky to have a very enthusiastic and talented group of parent volunteers that give up their time to come into our school and support the children's learning in a variety of ways. This may be accompanying a class on an educational visit; helping with outdoor learning, supporting classes in the library, developing the outside space....the opportunities are endless! If you would like to volunteer at the school then please contact the school office for more information.

Working in Partnership

It is important that we communicate and share information about a child's learning; both at school and the home. This allows us to build a holistic picture of each child and their learning journey. We build in times for formal parent evenings and meetings throughout the year, but this is also supported by regular newsletters, Facebook updates and e-mails. There may also be times when we need to contact you by telephone. It is vital that we have up to date contact telephone numbers and e-mail addresses to ensure that we can contact you in an emergency. Data Capture forms are sent home at the beginning of each academic year for parents to update their contact details, however, if you do change them during the course of the year, please let the school office know or make the changes via Parent Portal.

Teaching and Learning at Millbank

Our vision at Millbank Primary School is, 'Where Everyone Matters'. We endeavour to support each child to succeed by reaching and exceeding their potential. We treat each child as an individual and nurture them to develop their own self-confidence, ambition and love of learning. We teach a broad, general curriculum and use a variety of experiences and learning environments to enrich the learning for each child. We encourage our pupils to make the most of every opportunity offered to them and foster growth mindsets from an early age.

We are all different and learn in different ways. We get taught lots of strategies to help us and we choose which one we like best. P7 Pupil

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. 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**.

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 subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

You can also access further information about the curriculum and supporting your child on:

[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 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.

Curriculum Levels

These describe the progression in learning and development of children and young people from age 3-18 years. In brief, these are:

Early Level- Pre-school through to the end of Primary 1

First Level- End of Primary 1 to the end of Primary 4

Second Level- End of Primary 4 to the end of Primary 7

As a very general guide, children are expected to be at Second Level, and beginning to learn and develop at Third Level, as they make the transition from Primary into Secondary Education.

Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependant on individual circumstances and needs.

Experiences and Outcomes (Es and Os)

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 topics e.g. Victorians, World War 2, Minibeasts, etc. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills.

The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired.

Key areas of Education

- **Literacy** across learning,
- **Numeracy** across learning and
- **Health and Wellbeing** across learning
- **Experience** - describes the **learning activity** taking place.
- **Outcome** - describes **what the learning will achieve**.



Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching still focuses on subjects and knowledge in addition to developing skills and understanding. The following website page has more information on other subjects and knowledge covered by the curriculum:

<http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp>

The Seven Principles -	The Eight Curriculum Areas -
<p>all learning must take account of these principles:</p> <ul style="list-style-type: none"> • Challenge and Enjoyment • Breadth • Progression • Depth • Personalisation and Choice • Coherence • Relevance <p>This is to ensure children's development is useful and meaningful</p>	<p>containing a range of subjects:</p> <ul style="list-style-type: none"> • Expressive Arts <i>Art, Drama, Music and Dance</i> • Health & Wellbeing <i>Personal, social and emotional health. Also P.E.</i> • Literacy and English <i>Communicating with others. Reading, Writing and Modern Languages</i> • Numeracy and Mathematics <i>Number work, Problem Solving</i> • Religious and Moral Education <i>Religions, values and beliefs.</i> • Sciences <i>Understanding our planet</i> • Social Studies <i>Scotland and the World; past, present and future.</i> • Technologies <i>Food, Design and Computing.</i>

Literacy

The skills required for communication are fundamental to the curriculum and to the needs of our society. In our every changing world CfE includes teaching about digital literacies. This is included in the Literacy element of the curriculum.

1. **Listening** - Children need to be taught to listen well, especially to the opinions of others if they are to fit in socially. We help children to increase their concentration span.

2. **Reading** - The ability to read is one of the basic requirements of an education for life. There is a high emphasis placed on developing good reading and comprehension skills. There is also the requirement to read and comprehend Scots texts. Digital literacy is an important skill in today's world. Children will be taught how to navigate websites safely. Children will also looking at comprehension of Moving Images.

3. **Writing** – In CfE writing encapsulates different genres of writing which include both functional and imaginative. The individual components of writing are also taught, sometimes as discrete lessons or combined in to a writing lesson.

4. **Talking** - We aim to encourage good articulation skills so that the children have the ability and confidence to express appropriately their ideas, opinions, questions and answers in any situation or company. In addition to this we require children to work collaboratively with their peers.

Numeracy and Mathematics

Numeracy and Mathematics is important in our everyday life. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Numeracy and Mathematics plays an important role in areas such as Science or Technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Other Curricular Areas

Modern Foreign Language Provision

During the course of P2-P7, pupils are introduced to the French language, traditions and culture, by either their class teacher, or another teacher who will have been trained to deliver a modern language in the primary curriculum. This introduction to the language is intended to focus on the spoken language and developing a vocabulary of simple words and phrases through enjoyable and practical activities which can be reinforced where appropriate in the course of the school day.

We also have strong links with the Modern Foreign Language teachers at Buckie High School. At least once a year, a teacher from the High School comes to deliver focused language sessions to the P6/7 pupils over a number of weeks. This year the focus language was German.

Expressive Arts

- Art and Design
- Drama
- Music
- Dance

Through the expressive arts we allow children to explore, express and create aesthetically in ways that are satisfying to the individual.



We encourage children to achieve high standards by displaying work around the school and by holding public performances, which allow the children to demonstrate their skills, abilities and talents.

We have visiting specialist teachers who come to Millbank weekly.

Mrs Alexander teaches Violin to P3 children and children from P4-7 who receive individual instrumental tuition on a Wednesday.

Mr Friday teaches recorder to P5 children on a Monday.

Mr Alasdair Grant teaches brass instruments to P5-P7s on a Wednesday.

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the next generation of healthy children.

Personal and Social Development

At Millbank, Everyone Matters. We aim to foster positive self-esteem and an awareness of the rights and responsibilities of themselves and others, in every child. We are working towards our Gold award for being a 'Rights Respecting School'. We use Zones of regulation across the school to help us identify and recognise our emotions. We use the shared language around Zones to help us be able to regulate our emotions. We are a very nurturing school and promote positive relationships. Our school values underpin everything we do; Respect, Kindness and Nurture are central to the ethos of our school.

Varied Learning Methods

There are a variety of ways in which learning opportunities may be presented to children. The CfE represents a different approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth.

Examples of how children will learn differently are:

- **Using technologies**
Find, research, communicate, create and present
- **Active Learning**
Being actively engaged in the learning task, whether mentally or physically
- **Cooperative Learning**
Encouraging thinking, talking together to discuss ideas and solve problems
Learning from each other
- **Interdisciplinary Learning**
Using links between different areas of learning to develop, reinforce and deepen understanding
- **Outdoor Learning**
Making use of the outdoor environment and surrounding community



Personalisation, Choice and Achievement

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.

Skills

The CfE emphasises the development of **skills** for learning, life and work. These 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, cooperating with others, self-organisation.

Important themes are Enterprise, Global Citizenship and Sustainable Development.

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. Regular tracking of all children's progress takes place on a termly basis, with formal dialogue November, March and May.

SNSA (Scottish National Standardised Assessments). These diagnostic assessments are used as an internal tool in the school to confirm the teacher's assessment of the children's learning. This is usually referred to as teacher professional judgement. It also supports progress over the year.

P1, P4 and P7 will undertake these online assessments at times specified by Moray Council

January	Primary 4 pupils
March	Primary 7 pupils
May	Primary 1 pupils

Children with Additional Support Needs will receive appropriate support from our Support for Learning teachers and Pupil Support Assistants.

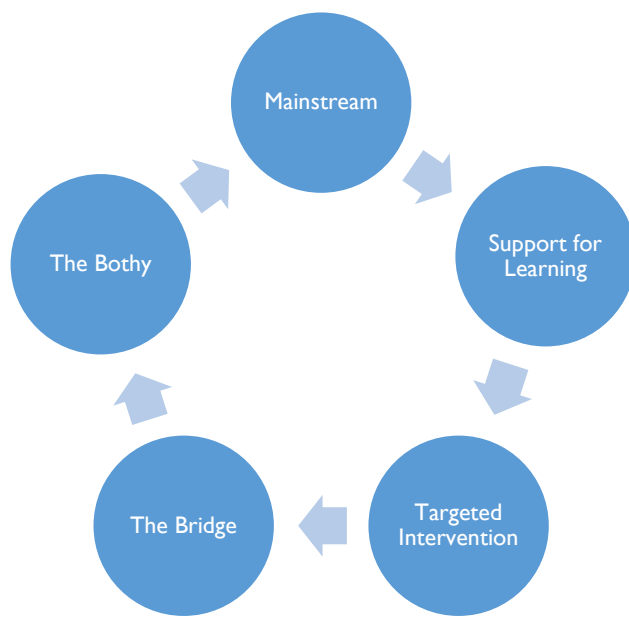
Assessment is an integral part of teachers' planning next steps to enable quality learning to take place. Learners are greatly involved in this process so that they can take ownership of learning progression.

- **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

SUPPORT FOR LEARNING / ADDITIONAL 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 in to school to discuss the matter with the class teacher and/or the Support for Learning teachers.

We have a wide range of ASN provision at Millbank, which are available and accessible to all. Children can access each of the provisions, dipping in and out when necessary and fluid movement across the provisions is the expectation. Inclusion is the presumption for all children at Millbank.



A programme of work may be initiated to help to overcome the difficulties being experienced by a child and this programme may involve a request for additional home support. Some children will have individualised learning pathways devised for them. This will be devised by the class teacher and Additional support Needs team. The plan 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 and Health. Where these other are

agencies involved, review meetings will be held to ensure parents, school and external agencies are working in partnership to achieve best outcomes for our children.

Support for Learning 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.

Assemblies

Assemblies are an important part of the school curriculum. It is an opportunity for the whole school to come together. We use our assemblies not only for religious observance but also to promote our school core values. Assemblies focus on values and links to our commitment to becoming a 'Right's Respecting School'. We link our values to the Wellbeing Indicators, Safe, Healthy, Achieve, Nurtured, Achieving, Respected, Responsible and Included. During assembly, Bronze, Silver, Gold or Platinum Awards are presented as children reach their personal point goals. Agreed rewards are negotiated with the class teacher and offered as the children achieve each level. This is linked to our Positive Relationship Policy.



At the end of session a closing ceremony is held. This is a celebration of the school's work over that year. It is an opportunity to celebrate the effort and achievement of our pupils and staff. A variety of people from the community are invited to attend this ceremony. The following awards are presented:

- Mrs Shand Achievement award (P1-3)
- Mrs Blackhall Citizen Award
- Bank of Scotland Achievement Award (P7)
- The Mitchell Trophy for Sport Achievement in School
- Taylor Trophy for Bikeability
- The Martha Robson Memorial Kindness Cup
- The Jody Thain Trophy for Kindness

Religious and Moral Education

Christianity and Other World Religions are taught so that pupils learn about:

- Beliefs
- Values and Issues
- Practices and Traditions

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. Religious Observance at Milbank is delivered through class lessons as well as in assemblies. Milbank welcomes visits from local churches who support our Religious Observance

Outdoor Learning and Educational Visits

Teaching and learning at Millbank is enriched, whenever possible, by opportunities to learn outside of the classroom environment. We are very lucky to have an extensive school site with a large playground and field that we make full use of all year round. The Bothy has its own secure garden area which has recently been extended.

Mrs McLeod takes every class for a block of outdoor learning each week where they get the opportunity to work as part of a team, building confidence and resilience. The children enjoy this immensely and get the opportunity to go to the woods, burns, parks and explore our local environment.

We also hold an in school Fun day where children are rewarded for their perseverance and hard work by having a day dedicated to fun. Bouncy castles, a disco and a range of other activities are organised by the pupils and Pupil council to help celebrate their success. This was a fantastic day and enjoyed by all.

Outdoor Play and Learning (OPAL)

As part of our school improvement plan, we are working with the OPAL programme to strategically and sustainably improve the quality of our play opportunities at break and lunch time. As playtime makes up 20% of the school week, we aim to develop policies and practices for initiating lasting changes at playtime. These opportunities help children to develop meta-skills which are fundamental to healthy development.



Nurturing Environments



Our school vision 'Where Everyone Matters'; is supported by our school values of Respect, Kindness and Nurture. At Millbank, we pride ourselves on creating a nurturing environment where our pupils, staff and parents feel valued and supported.

We run a very well attended Breakfast Club every morning from 8.30am. The club helps to promote a healthy start to the day and children are offered toast and a selection of jams and a drink of milk or water. This is supported by our local Tesco store.

Food share

We work in partnership with Lidl and Tesco to offer a selection of food items which they can no longer sell. Families are welcome to come at the end of the school day and help themselves to the food available. This initiative has proved very successful, particularly in the current cost of living crisis and is very well received by our school community. As well as supporting our families, Millbank is playing its part in ensuring sustainability.

Partnership between school and home

Contacting school

You can contact the school via email (admin.millbankp@moray-edunet.gov.uk) or by phoning using the school phone number 01542 831113.

The School Administrator is in the office from 8.30am – 4.00pm and there is always a member of staff in school between 8.30am and 4pm.

To report an absence or inform of lateness;

- If your child is unable to attend school, e.g. due to illness or medical appointments, please contact the school office in the morning to explain the reason for absence, enter it on Parent Portal or email the school.
- Where absence/lates are unaccounted for and school are unable to ascertain if your child is safe, procedures involving one or all of the following agencies to ensure your child is safe and well. Home School Link Worker may be contacted for a home visit; Police Scotland may be contacted for a 'safe and well' check. Colleagues in Social Work may also be contacted to ensure your child is safe and accounted for.

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 merits. The Head Teacher reserves the right to decide whether or not the absence will be authorised up to ten days in any consecutive twelve months. If pupils are absent from school due to holidays, the school does not provide work for the pupil to complete whilst on holiday.

School closures due to adverse weather

In the event of a school closure or later start due to adverse weather, we will inform parent as soon as possible via our Facebook page and by sending a text message on Groupcall. Messages will also be placed onto The Moray Council website.

What if something isn't quite right for my child?

In the first instance please contact Mrs Garrow or Mrs Smith in the school office. If you are able to share with them the nature of your query or concern they can then make appropriate arrangements to meet with the Class Teacher or a member of the Senior Leadership Team. We operate an open-door policy where we like to proactively support children and parents. Staff will endeavour to speak with you as soon as possible to address concerns; this usually will be on the same day but where this is not possible arrangements will be made at the earliest opportunity.

Positive Relationships

At Millbank Primary School we recognise that positive relationships promote effective learning and teaching. Pupils and staff have the right to learn and teach in an environment which is safe, friendly, respectful and equitable. Fostering positive relationships is central to the ethos and values at Millbank.

Our inclusive policies and practices at Millbank inform strategies at individual, class and whole school level to support all children's social and emotional needs. Children's emotions can affect how they behave and interact with others. At Millbank we believe that all behaviour is communication and we aim to ensure that all behaviour is understood by all.

Communication

Sharing information about what is happening in school happens throughout the year in a variety of ways and supports our 'Reporting to Parents' agenda:

- Newsletters
- Email
- Facebook
- Sharing the learning opportunities
- Meetings
- Assemblies
- Minutes of meetings



Reporting

Reporting under Curriculum for Excellence is an ongoing process. In addition to Parents' Evenings and reports, staff at Millbank also report on pupils' attainment and achievements in many other ways. Throughout the year, class teachers may:

- | | |
|--|--|
| • Hold informal meetings with parents and children | • Share learning through class assemblies |
| • Open afternoons | • Comments in children's Reading Records/Diaries or |
| • Marking feedback | • Minutes of Additional Support Needs meetings/reviews |
| • Displays/learning walls | • Minutes of meetings requested by school/home |
| • As part of Individual Education Plans or Child Support Plans | • This list is not exhaustive |

Social Media

Millbank has an open Facebook page for the purpose of sharing up to date information and celebrating the many opportunities children at Millbank experience. You will be asked to fill in a consent form when your child enrolls. You can choose the level of consent you are happy with; if you are happy to allow photographs of your child to be used on our Facebook

page, to be used in school/council related publications, local media coverage or by visiting specialist groups in their publications.

School Uniform

Available from Leonard Hudson and My Clothing. Parents can order using the following links:

[http://www.leonardhudson.co.uk/parents/uniform/Millbank Primary School AB56 1LU](http://www.leonardhudson.co.uk/parents/uniform/Millbank_Primary_School_AB56_1LU)

<https://myclothing.com/collections/millbank-primary-school-13552>

School also has a nearly new rail where items can be taken or donated. Please ask at the reception about this.

Pre-loved School Uniform

Moray School Bank have a selection of pre-loved school uniform at their Pop-in shop in St Giles Centre in Elgin. There may also be some uniform available at the Buckie Hub, 17 East Church St Buckie or at our school office.

School Meals

Meals are cooked on the school premises and, at the start of session; parents are advised about the cost of school meals. Four weekly meal plans are available. The weekly menu is displayed at the hall door. Meals are purchased by parents/carers on iPay where each child gets a unique code that links them to the iPay system. Please contact admin to request access once your child enrolls or if you need help to access the system.

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

Data Protection Act

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018.

The information may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified.

The Data Protection Act ensures that information is collected fairly and lawfully, is accurate, adequate, up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice.

More information is available on the Moray Council Internet site at:

http://www.moray.gov.uk/moray_standard/page_75569.html

Holiday Dates

2024-2025

Autumn

In-Service Closure: Monday 12 August 2024
In-Service Closure: Tuesday 13 August 2024
Term starts: Wednesday 14 August 2024
Term ends: Friday 4 October 2024
Autumn holiday: Monday 7 October 2024 - Friday 18 October 2024

Winter

Term starts: Monday 21 October 2024
In-Service Closure: Monday 11 November 2024
In-Service Closure: Tuesday 12 November 2024
Term ends: Friday 20 December 2024
Christmas holidays: Monday 23 December 2024 - Friday 3 January 2025

Spring

Term starts: Monday 6 January 2025
In-Service Closure: Thursday 13 February 2025
Mid-term holiday: Friday 14 & Monday 17 February 2025
Term ends: Friday 28 March 2025
Spring holiday: Monday 31 March - Friday 11 April 2025

Summer

Term starts: Monday 14 April 2025
Good Friday holiday: Friday 18 April 2025
May Day holiday: Monday 5 May 2025
Occasional Buckie ASG Holiday: Tuesday 6 May 2025
Term ends: Friday 27 June 2025

2025-2026

Autumn

In-Service Closure: Monday 18 August 2025
In-Service Closure: Tuesday 19 August 2025
Term starts: Wednesday 20 August 2025
Term ends: Friday 10 October 2025
Autumn holiday: Monday 13 October 2025 - Friday 24 October 2025

Winter

Term starts: Monday 27 October 2025
In-Service Closure: Monday 10 November 2025
In-Service Closure: Tuesday 11 November 2025
Term ends: Friday 19 December 2025
Christmas holidays: Monday 22 December 2025 - Friday 2 January 2026

Spring

Term starts: Monday 5 January 2026

In-Service Closure: Thursday 12 February 2026

Mid Term Holiday: Friday 13 February 2026 and Monday 16 February 2026

Term ends: Friday 27 March 2026

Spring holiday: Monday 30 March 2026 - Friday 10 April 2026

Summer

Term starts: Monday 13 April 2026

May Day Holiday: Monday 4 May 2026

Term ends: Thursday 2 July 2026

Plus 1 occasional day holiday to be agreed by 31 March 2025

2026-2027

Autumn

In-Service Closure: Monday 17 August 2026

In-Service Closure: Tuesday 18 August 2026

Term starts: Wednesday 19 August 2026

Term ends: Friday 9 October 2026

Autumn holiday: Monday 12 October 2026 - Friday 23 October 2026

Winter

Term starts: Monday 26 October 2026

In-Service Closure: Monday 9 November 2026

In-Service Closure: Tuesday 10 November 2026

Term ends: Friday 18 December 2026

Spring

Term starts: Monday 4 January 2027

In-Service Closure: Thursday 11 February 2027

Mid Term Holiday: Friday 12 February 2027 and Monday 15 February 2027

Term ends: Thursday 25 March 2027

Spring Holiday: Friday 26 March 2027 to Friday 9 April 2027

Summer

Term starts: Monday 12 April 2027

May Day Holiday: Monday 3 May 2027

Term ends: Friday 2 July 2027

Plus 1 occasional day holiday to be agreed by 31 March 2025.

2027-2028

Dates expected to be agreed by 31 October 2025

Supporting Our Learners

First Aid and Medical Procedures

The care of our school community is paramount at Millbank Primary School. Over the course of the school day, bumps and scrapes invariably occur.

Minor cuts, grazes, bumps and bruises, stings, etc. are treated in school by trained First Aiders. Any action taken is recorded in the accident book and the school will inform parents if there is further concern that the injury should be monitored.

Occasionally, a child is involved in an incident in school or on the way to school, and may sustain a more serious injury or examination by medical personnel. In this case, parents are contacted to accompany their child to the doctor or to the hospital. If parents are not immediately available, a child may be taken to the local Medical Centre or the hospital and parents can meet their child there. In cases where a parent cannot be contacted, the child will be accompanied at all times either by school staff or NHS staff until parents arrive.

Medicines in School

Should your child require medication in school there is a protocol to be completed to ensure medication is administered correctly. Please be aware that without correct documentation, medicines cannot be administered by staff. Mrs Garrow will help to ensure you have all the right paperwork. Please ask at the school office.

In line with policy 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 therefore not be administered on pupil request.

A copy of the Supporting Pupils with Medical Needs in Schools is available at the school office.

Sickness and Illness

When children become ill in school and need to be sent home, parents will be contacted. If parents are not available, the emergency contact is notified. *A child who is ill must always be collected from school by a parent or designated adult.*

If your child is unwell and will be absent from school, please contact the school office by telephone, parentportal or e-mail to inform the school as soon as possible.

If your child is absent because of sickness or diarrhoea, children must remain at home for 48 hours from the last bout before returning to school.

Head Lice

In the event of a child being found to have head lice or nits (the eggs), parents of the child are notified and advised to treat the infection prior to returning the child to school. It is very important to follow up any treatment given with a second treatment a week later, to ensure

that all lice and emerging eggs are killed. A comb may be used to check your children's hair on a regular basis, even if the child has never been infected. The school operates the Moray Council Guidelines on Head Lice Infection and follows their recommended procedures in contacting parents.

If you check your child's hair and discover lice or eggs, please contact the school to inform us. It is important to keep the school informed, especially in instances where there may be several family members in different classes. As soon as the child has been treated, he or she may return straight to school. The responsibility for checking hair regularly and treating infection lies with parents.

Child Protection

Along with our school values of Respect, Kindness and Nurture, Staff at Millbank Primary undertake to:

- Treat children with respect
- Act with good intentions towards all children
- Respect the child's right to personal privacy
- Encourage children to approach a staff member if they have any concerns or worries in school.

If a child talks to a member of staff about concerns, that staff member must inform the child that the information will be passed on in order to take action in order to help the child.

If you would like to speak to someone in confidence regarding an issue, please contact the Head Teacher.

If an allegation is made against the Head Teacher, Educational and Social Care will be contacted and an investigation carried out.

A copy of the Child Protection Guidelines can be viewed by parents, by contacting the school office.

Child Protection Indicators

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

(United Nations Conventions on the Rights of the Child)

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

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Criminal Exploitation
- Trafficking
- Neglect
- Female Genital Mutilation
- Forced Marriage
- Forced or Dangerous Labour

- Child Sexual Exploitation
- Harmful Sexual Behaviours
- Radicalisation
- Domestic Abuse
- Parental Drug Use
- Parental Alcohol Use
- Parental Mental Health
- Child Placing Self at Risk

Where school staff have concerns about a pupil, which suggests the possibility of abuse, these concerns will be passed on immediately to the designated Child Protection Co-ordinator in school, who will then discuss the concerns with a member of the Social Work Team. In these circumstances, parents will not normally be consulted first.

Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021\)](#).

Getting it Right for Every Child (GIRFEC)

The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children, young people and their families based on a shared understanding of wellbeing. Most children and young people 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, GIRFEC 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 wellbeing indicators they are, to ensure that each and every child or young person gets the right support, at the right time, from the right people.



As part of the national GIRFEC approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In primary schools this will usually be provided by the Head Teacher or depute Head Teacher. The Head Teacher or Depute Head Teacher 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. Should you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact your child's Head Teacher or Depute Head Teacher either by phone, email or alternatively a letter marked for the attention of your child's Head Teacher or Depute Head Teacher.

Enrolment at Millbank Primary

Parents wishing to enrol their children at Millbank Primary School are welcome to contact the school office. The Head Teacher, along with senior pupils if available, will be happy to show prospective pupils and parents around the school.

Normally, children of suitable primary school age who live in or who move in to our catchment area are admitted immediately upon the request of their parents. The only enrolment formalities are the completion of an online registration form and the production of the original birth certificate of the child starting school for the first time. Parents are also asked to complete

forms relating to issues such as media filming consent, access to the Internet, the school's behaviour code and a homework contract.

Under Scottish Government regulations, children may start school in August, the beginning of the school session, of the year in which the child reaches the age of 5 years. To be eligible for entry to school in any August, a child's fifth birthday must fall between the previous March 1st and the following February 28th/29th. There is a full induction programme for parents and children, which includes a variety of meetings and visits to the P1 classroom.

Enrolment for prospective Primary 1 pupils takes place in January for next session. An advertisement will appear in the local paper in January, before enrolment is due, inviting parents to contact their local primary school to register their child. Parents may then enrol their child online http://www.moray.gov.uk/moray_standard/page_52987.html, or request a placement request if they wish their child to enrol at a school out with the catchment area. Decisions about placement requests are made by an Education Officer.

Transitions

As our pupils progress through their school career, it is important to plan for times of change and transition between classes and year groups.

We begin our formal transition sessions for Nursery children in to our Primary 1 class in the summer term. The children are invited in for a number of play and story session in the Primary 1 classrooms and meet the teachers. Staff also visit the Nursery children in the Nursery and meet with the Keyworkers to build a picture of each individual child.

Moving onto Secondary Education

At the end of Primary 7, pupils move onto their secondary education. Most children at Millbank go to Buckie Community High School. 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 High School 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 High School with them. There are enhanced transition opportunities scheduled for pupils who have additional needs which need to be supported.

The contact details for Buckie Community High School are:

Head Teacher: Sean Duffy [Acting]
Tel: 01542 832605 Fax: 01542 935758
Address: West Cathcart Street, Buckie, AB56 1QB
Email: admin.buckiehigh@moray-edunet.gov.uk

Moray Council
Education, Communities & Organisational Development

Address: Council Office, High Street, Elgin IV30 1BX

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 14/08/2023

Moray Council A-Z		
Active Schools	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
	Email:	Local school or education@moray.gov.uk
	Website:	https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html

Moray Council A-Z		
Data Protection	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Racial Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html

Privacy statement

Millbank Primary has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. The type of personal data we will collect include:-

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens

Data about pupils/children at school/within ELC setting

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Millbank Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Millbank Primary.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than

is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the http://www.moray.gov.uk/moray_standard/page_41220.html

Sharing personal data to support Wellbeing

In addition to the above, Millbank Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.