

Elgin Academy

School Handbook A-Z

2022-2023

Additional Learning Experiences

A wide and varied programme of educational activities runs throughout the year at Elgin Academy. Students are given the opportunity to participate in a range of exciting, interesting and valuable learning experiences. These activities are an important part of the education which we offer to all of our young people and we value parental support in encouraging participation. Students have the opportunity to take part in activities at lunchtimes, after the school day, and at weekends. Recent activities include:

Active fun club	Dancing	Rugby for boys / girls
Badminton	Drama club	Soccer for boys / girls
Basketball	Film making club	String group
Brass group	Games workshop	Surfing
Chess	Hockey for both boys and girls	Table tennis
Choirs	Netball	Volleyball
Computing	Orchestra	Woodwind group
Concert band		

In addition, Elgin Academy has 'activity days' for all S1 – S3 students each May. The normal timetable is suspended and students take part in a wide range of activities, such as camping, windsurfing, mountain biking, trips to Landmark, Madrid and Holland. All S3 pupils are given the opportunity to take part in a residential trip. There is usually at least one trip abroad each year, details of which are made available early in the session.

Anti-Bullying Statement

At Elgin Academy we support all of our young to be healthy, achieving, nurtured, active, respected, responsible, included, and above all, to be safe. These wellbeing indicators are the basic requirements for our pupils to grow, develop and become successful learners, confident individuals, effective contributors and responsible citizens. Health and wellbeing, including the mental, social and emotional wellbeing of students, is the responsibility of all staff within our community.

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.' (respectme, 2015)

Bullying can be a barrier to fully engaging in the learning process. It can also prevent students from experiencing opportunities for personal development within and beyond school. It should not be dismissed as normal part of growing up, given the potential short-term impact and long-lasting consequences. Bullying is never acceptable. Bullying is addressed as a topic in Personal and Social Education (PSE) and looks at behaviour, positive relationships/friendships and given the impact of social media, cyber-bullying and on-line behaviour.

Always take an active role in your child's education. Enquire how their day has gone, who they have spent time with, how lunch time was spent etc. If you feel your child may be a victim of bullying behaviour, inform the school immediately by contacting your child's Guidance teacher.

Your complaint will be taken seriously and appropriate action will follow. A free confidential helpline, ParentLine, is available at 0808 800 2222.

The full version of the anti-bullying policy is available on the school website and on request.

Assessment

S1-S3 – Broad General Education

In order to gather good quality evidence of learners' progress through relevant experiences, staff use a range of approaches that reflect the breadth, challenge, and application of learning and the wide range of skills being developed.

Assessment in the Broad General Education phase (S1-S3) will focus on the application of standards and expectations of each learner's progress and achievement in:

- knowledge and understanding
- skills
- attributes and capabilities

as detailed in the experiences and outcomes within curriculum areas and subjects.

Assessment approaches will help learners to show their progress through the levels, in line with the National Benchmarks, and enable them to demonstrate their achievements.

Teachers will provide learners with opportunities to show that they:

- have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum
- can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- can apply what they have learned in new and unfamiliar situations

In this way, learners can demonstrate that their progress is secure and that they have achieved a level.

Young people demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of approaches to assessment in various tasks and activities including dialogue and interactions with peers and teachers, practical investigations, performances, reports, oral presentations and discussions as well as specific assessment tasks, activities, tests and examinations.

Recognising and Celebrating Achievement

Young people are involved in a wide range of activities and have other important achievements that should be recognised. Recognising achievement helps young people to understand the skills they have developed through their activities.

At Elgin Academy, the achievements of young people are recognised and celebrated in a variety of ways including through the use of certificates, notice boards and televised screens, local media, the school website, House and Year Group Assemblies, awards ceremonies.

The Senior Phase – S4-S6

The assessments taken by students will match the subject and level of the course the students are studying. Assessments may include a combination of practical work, case studies, question papers/tests and projects. Students studying courses at National 3 and 4 will have internal assessments that are assessed and marked throughout the year by class teachers. There will be no external examination and assessments will be assessed as a pass or a fail. National 5, Higher and Advanced Higher courses are assessed through external examinations and course assessment which will be externally marked by the Scottish Qualifications Authority. These courses will be graded on an A-D or no award basis.

Tracking and Monitoring

Student progress is regularly monitored and tracked. A tracking report is issued to all students at key points throughout the session. Students in the senior phase will have the opportunity to discuss their progress with their teacher prior to the completion of the tracking report. This report will detail information relating to student progress, effort, behaviour and homework. It may also lead to the allocation of a staff 'coach' for a short period of time to help students to improve.

Reporting

Reports on student progress and opportunities to meet with teaching staff are an important link in communication between home and school. Parents are invited at any time to contact the relevant Principal Teacher of Guidance, Year Head or Head Teacher should they wish further information on the progress of their son or daughter. Similarly, the school may find it necessary to contact parents/carers regarding student progress outwith normal reporting times.

Attendance and Absence

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

Elgin Academy uses a text messaging service called "Groupcall". This system gives the school the ability to send text messages to mobile phones advising parents/carers that their child is absent from school. Parents/carers are asked to contact the school office on receipt of Groupcall with the reason for absence. Any absence notes, sickness notes or prearranged appointments should be handed into the school office, clearly marked with student's name and year group and Guidance House. Please note that it is **not** a legal right in Scotland for parents/carers to allow students to take time off school for holidays during term, these will be recorded as unauthorised absences.

For absences, parents should email:

PupilAbsence.ElginAcad@moray-edunet.gov.uk or register absences via Parents Portal via the mygovscot app

Behaviour

Behaviour at Elgin Academy is of a very high standard, based around positive relationships built on mutual trust and respect. There is good order in our classrooms enabling our pupils learn in a calm supportive environment. We expect all members of the school community, students, teaching and support staff to treat each other with respect, consideration, honesty, courtesy and good manners.

In Elgin Academy, low level classroom misbehaviour is dealt with using the 'Time Out' procedure. In effect, if a student should repeatedly misbehaves (three times in any class), they will be sent to the Time Out room for the remainder of the period.

Parents are notified that day if their child has been sent to Time Out by the relevant Year Head. If a student feels that they have been sent to Time Out unfairly, they can appeal providing it is supported by the parent.. In the rare case where a student misbehaves in a seriously disruptive manner, or where the normal discipline procedures of the school have not resulted in acceptable behaviour, exclusion from school may be considered. Before an exclusion we would normally have had prior contact with parents about this behaviour, consulting with them to find a successful way forward short of this serious sanction. However, in certain circumstances the seriousness of a student's misbehaviour may make immediate exclusion necessary.

The school employs an Inclusion Project Co-ordinator to work with pupils who might be at risk of exclusion, or who may need some extra support following an exclusion.

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to the Education & Social Care Department and, of course, the Police.

Careers Education

Skills Development Scotland works in partnership with us to support key parts of both our guidance work and related work in Personal and Social Education. Our programme of careers education is enhanced by contributions from Skills Development Scotland. One-to-one careers guidance is also arranged with students at different stages in the school, especially as they approach the more senior years. Parents/carers are also welcome to contact us for careers advice regarding their son or daughter, if that is required. A well-stocked careers library contributes to this provision along with information on work and Further/Higher Education which is available from a computer database. Students are encouraged to investigate career areas independently using the careers library and database provision. Senior Students are encouraged to attend relevant university open days and other careers events as appropriate. Careers talks from various outside agencies are also given each session. Again senior students in particular are encouraged to attend. Students who are considering leaving school at the end of S4 or students in S5 who are Christmas Leavers may have the opportunity to undertake targeted work experience placements to suit their own individual needs. These will be negotiated by the Principal Teacher of Guidance in conjunction with various agencies.

Child Protection – Should this be: Safeguarding/Child Protection National Guidance for Child Protection in Scotland 2020 now?

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 any 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 all 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 Co-ordinator in the School (Mr Webster). You can discuss your concern with him. If required, Social Work and/or Police can also be consulted out with School hours.

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

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

Community Links – is this still current?

We strive to play a pivotal role in the community. Senior students attend the SPICE group (an Elgin action group who aim to improve the image of the town). The purpose of this is to listen to the local community and take action as a school that improves life in the community for all. We work closely with the community warden, the police and local establishments to continually improve the participation of our school as part of the wider community.

GDPR

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

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.

GDPR 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

Privacy Statement – Cant find on website!

Elgin Academy privacy statement can be found on the school website, click on 'GDPR' at the end of the home page or alternatively click on the following link: <https://www.elginacademy.co.uk/>

Developing the Young Workforce

16+ Learning Choices

It is the intent of the Scottish Government that every young person of school leaving age in Scotland will receive an offer of continuing education or training that is attractive, appropriate and relevant to their needs. It is felt that this is the best way of ensuring young people's long term employability. In partnership with Schools, Colleges, Skills Development Scotland (Careers), the private, voluntary and other public sectors, Moray has developed systems and plans that will translate that vision into reality.

For many young people schools will continue to be the main route for that progression beyond S4; for others college will be the best option or it might be a combination of school and college. For some young people the best offer may lie outside of school and college and this is where alternative provision will be identified and developed. During a young person's final year of statutory schooling, school guidance and Skills Development Scotland (careers) staff will be in discussion with pupils to identify the most appropriate offer.

Skills for Work, Life & Learning

Elgin Academy support all students in developing skills which they will use throughout their life and in their work, including the development of pre-vocational, enterprising and employability skills, personal skills, high levels of cognitive skills and the opportunity to put learning into a practical context.

These skills for life and skills for work are embedded across all curriculum areas and include learning which falls within a broad definition of 'vocational'; that is learning which is generally about the development of pre-vocational and employability skills which will be made use of in future working life.

A strong focus on literacy, numeracy and health and wellbeing are essential; all children and young people require these skills to gain access to learning and to succeed in life. Confidence and competence in literacy and numeracy provide the foundations for lifelong learning.

Education Maintenance Allowance (EMA)

Students who are planning to stay on at school after 16 years of age, and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week may be eligible for an EMA. An EMA consists of a weekly allowance during term time. Further information on full eligibility criteria should be made directly with Moray Council Revenues and application forms can be obtained from the school office.

English as an Additional Language

In Elgin Academy we are very proud that 26 languages are spoken by members of our school community. The school works hard to support the 100+ pupils at Elgin Academy for whom English is an additional language in a variety of different ways. The PT EAL, Mr Nabil Ramzy works in Elgin Academy on two days each week to support EAL learners and work closely with the Guidance team and SLT. A number of our learners complete the ESOL (English as a Second Language) qualifications either in school or at the college. Interpreters can be booked by the school to support parents' evenings and/ or parental meetings. Parental letters can also be interpreted into a variety of languages.

Getting It Right For Every Child

Getting Right for Every Child is a national policy to help all children and young people grow, develop and reach their full potential. It aims to improve outcomes for children and their families based on a shared understanding of their wellbeing. Most children will receive all the support they need from their own families and community.

As part of the GIRFEC approach each child or young person is allocated a Named Person. In Elgin Academy, a member of the Guidance team is usually the Named Person. Their Named Person will remain the same throughout their school career and will be the key point of contact for the child/young person, their parents/carers and the professionals who work with the child.

The Guidance Teacher will be involved in many aspects of the your child's education including attendance, absences, report cards, course choices, individual interviews, additional support needs and generally ensuring their wellbeing needs are being met. The role of the Guidance Teacher is to support their pupils as they progress through the various stages. As Guidance Teachers have been allocated the role of Named Person, they should be your first point of contact. The best way to make contact is by phoning 01343 543485. Alternatively you can e-mail the school on admin.elginacad@moray-edunet.gov.uk marked for the attention of the particular Guidance Teacher and include your child's name.

Guidance

Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

All teachers at Elgin Academy provide universal support to students. This support starts with the ethos, climate and relationships within every learning environment. Teachers create an environment which is calm, caring, inclusive, fair and focused on delivering learning to meet individual needs. In terms of direct pupil support, all students entering Elgin Academy are assigned to a House Group under the care of a Principal Teacher of Guidance and will normally remain in the same house throughout their education at Elgin Academy.

It is the responsibility of each PT Guidance to have a full knowledge of each student in their group. This is achieved through personal contact with students, liaison with registration and subject teachers and through meeting parents as frequently as possible. This way, the Guidance teacher can help each individual gain the greatest advantage from his or her time at school. All our students have regular opportunities to discuss their learning and development with their PT Guidance who has a holistic overview of the young person's learning and personal development.

PTs Guidance, work closely with our PT Additional Support for Learning to support students who require targeted support. All students can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or, for some, throughout the journey.

Barriers to learning may arise from, for example, specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues, etc. Additional support may also be required to ensure progress in learning for highly able pupils, looked after & accommodated children (LAAC) as well as young carers, Travellers, asylum seekers and those for whom English is an additional language (EAL).

Targeted support also encompasses children and young people requiring support in achieving positive, sustained post-school destinations. This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. PTGs work closely with SDS and through discussion at Multi Agency/Pathways meetings to ensure support is in place.

At any time, should the need arise, students and parents alike are welcome to contact the Guidance staff on any matter connected with a student's wellbeing in or out of school. If there is a matter causing real concern, please get in touch. The Head Teacher and other members of the Senior Leadership Team as well as members of the Guidance Team will help in any way possible.



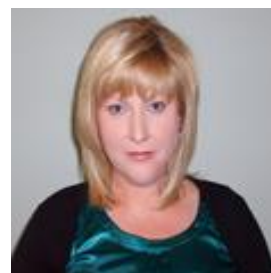
Mrs Sharon Grant
Gordon House



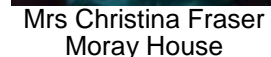
Mrs Lynne Bowley
Innes House



Mrs Elaine Macrae
Randolph House



Mrs Susan Taylor
Seafeld House



Mrs Christina Fraser
Moray House

Head Student's Welcome

At Elgin Academy we believe that together everyone achieves more 'TEAM' This is an important part of EA life. By creating this community of support we lead each other to be the best we can be. Whether this be academically or in your personal interest, we strive to create every opportunity possible to help you achieve your goal. We believe that our students help set a good example for new upcoming pupils to make the most of the chances available at Elgin Academy.

Health Provision

Accident or Illness at School - When students become ill or are injured they MUST report to reception. In the event of the illness or accident being serious, the school will attempt to contact a parent/carer so that the student may be taken home by the parent/carer or to their own doctor. School staff are not allowed to issue paracetamol/medication to students. In cases of emergency, where parents cannot be contacted, a student will be taken to Accident and Emergency, usually in Elgin, and parents will be informed as soon as possible. If there is real doubt about a student's health at the start of the school day, parents or carers are advised to keep them at home. No student should leave school when ill, without permission from the First Aider on duty. Students under 16 will not normally be sent home unless we have confirmed that there will be an adult there to receive them.

It is essential that parents keep the school informed of any changes to addresses, telephone numbers, email addresses, work contacts and so on to allow for efficient contact in any emergency. It is also extremely helpful if information regarding emergency contacts is also updated as required. These changes can be made via the Parents Portal app on mygovscot.

Homework

"Effective teaching is not enough. Success for young people also relies (along with good teaching) on the homework and self-directed learning that they do out of school hours, and classroom teaching flourishes when good teaching and self-directed learning meet. We know that those who are going to do well in life are marked out by their self-esteem, their motivation and their ability to take responsibility for their own learning."

Professor John MacBeath

At Elgin Academy, homework is viewed as being very much for the benefit of each and every pupil. Homework will:

- Foster good study skills
- Develop independent learning skills
- Enhance 'in class' learning by providing support or challenge where appropriate
- Synthesise/consolidate what has been learnt
- Develop higher order thinking skills
- Provide opportunities for enhancement/extension
- Develop a 'love of learning' leading to 'lifelong learning habits'
- Help youngsters to prepare for assessment

Features of homework at Elgin Academy

- H/W will be related to class work and related to teachers' curricular objectives
- H/W will be carefully explained and have a clear purpose
- H/W will be varied and manageable in the time given
- H/W will be differentiated and should be appropriately challenging to meet the needs of all learners- with regard to pupils with ASD:
 - Try not to give anything new for homework
 - Practice skills taught at school
 - Consolidate concepts that need embedding
 - Structure homework precisely and, if possible, provide examples
 - Do not give open ended tasks, be specific
- Pupils who complete H/W and regularly hand it in on time will be recognised and rewarded via the points system
- H/W will be supported by teachers and parents
- Completion dates will be clear and reasonable

Parental Engagement

Parents can help to encourage good homework habits as follows:

- If possible, homework should be undertaken in a situation where there are few distractions
- It is important to help pupils manage their time and they should be encouraged not to leave major items of homework to the last moment if at all possible.
- There should be encouragement for pupils to keep notes in good order, to store books and jotters carefully and, particularly for younger children, check the following day's to see what books, jotters and equipment are required for the following day.

Failure to hand in homework

We expect homework to be completed and handed in on time. If homework fails to meet the expectations of the class teacher, then the appropriate action is taken:

- The class teacher will have a discussion with the pupil to find out if there reasonable explanation for the failure to hand in the work. An extension may be granted based on their professional judgement. If not, the pupil will be expected to hand it in on a date set by the teacher
- If homework is not completed, the classroom teacher will inform the office who will send a letter home (copied to PTG).

For pupils

- Record H/W in planners or smartphone if access to a pc at home is problematic
- Ensure parents are made aware of H/W being tackled
- Hand in H/W on time
- Where no formal H/W is issued, 'core H/W' should be attempted
- S1 to S2 - 30 to 45 minutes per evening in total
- S3 - Up to an hour per evening in total
- S4 to S6 - It is anticipated that this will vary depending on assessment dates, folio deadlines etc... However, on average, senior phase students are encouraged to study for at least 1 hour most days. There will be periods of time where these students will study for considerably longer.

If you have a concern

We have a clear intention that the welfare and progress of our students remain at the heart of everything we do. From time to time, however, you may have a concern related to your child's progress or welfare. You are strongly encouraged to work with the school by contacting us to make us aware of your concerns. In the first instance, you should contact your child's Guidance Teacher. If you wish to raise a formal complaint, please contact their Year Head.

Instrumental Tuition

Lessons are given in strings, woodwind, brass and percussion instruments by instructors who visit the school each week. Tuition is given in groups, although there is some opportunity for individual tuition for more advanced students. These lessons are provided by The Moray Council's Instrumental Music Scheme. After an appropriate level has been reached, students are expected and encouraged to attend school orchestra rehearsals each week. In addition, they may attend the Moray Music Centre in Elgin on Saturday mornings. Priority for instrumental tuition is given to students who have already been receiving lessons in primary. If places are available, an opportunity may also be given to first year students arriving at the school to apply for lessons. In such situations, a procedure involving testing for aptitude and reference to any primary musical tests to aid in the selection of students for musical tuition is followed.

Guitar and drum kit tuition is also available via a private scheme for students in S1-S6. Although normally in groups, pupils can opt to have individual lessons. Parents of students wishing to be considered for musical tuition for the first time should contact Mrs Helen Ross (PT Music).

Internet and Email – Student Use

Moray School networks are provided for students to do school related work, including research and communication with others. For internet access parental permission is required. This is one of the forms which we ask parents to complete during the process of admission to Elgin Academy.

Leaving Dates

Students who reach the age of 16 years on or before the last day of February are entitled to leave school on the last day of term before the Christmas holiday of the previous year. Students who reach the age of 16 on or before the last day of September may leave school on the last day of May of the same year. Advance written notice of leaving would be appreciated. Any student leaving Elgin Academy at any time, should collect a leaver's form from the school office at the start of their day of leaving and should follow the instructions set out on it. All books and equipment belonging to the school must be returned and details of their destination eg. further education/job etc must have been given to School prior to leaving

Library Resource Centre

The Library Resource centre is pivotal to the support of learning and teaching across the school, in particular the development of literacy across the curriculum. Our school librarian, Mrs Shelagh Toonen, leads work in this area very effectively, with the constant promotion of reading as an activity both for fun and as a means of making academic progress. She has the assistance of a team of volunteer students to help ensure an excellent service. Mrs Toonen also assists staff and pupils with the development of literacy skills and study skills e.g. how to effectively use the internet as a research tool. The Library is a real 'hub' in the school, with many events taking place which help to capture the imagination of our students. Included is an extensive programme of visits from authors, who come into school and work with students at all stages of their learning.

Lockers

No Lockers are available at present due to covid restrictions

Mobile Telephones

Guidance re use of Mobile Phones

To develop an ethos of Digital Citizenship, as a school, we need to embrace new technologies to enhance learning. It is recognised that mobile phones have become an integral part of our lives and with the functionality available, they could, when used appropriately and under the direction of the class teacher, make a valuable contribution to learning. This may include:

- The recording of homework
- Use of the calculator (although pupils are advised to purchase a calculator as standard equipment)
- Dictionary/thesaurus
- Elgin Academy App
- Time functions
- Reminders
- Maps/Google Earth
- Using the Calendar function to plan learning/homework
- Taking photographs/videos- townscapes, garage band in Music, PE monitor heart rates, still life groupings, in Art & Design, video in Drama/English...

However, whilst encouraging their use, where appropriate, we also need to ensure the safety of staff and our pupils from harmful misuse. There are undoubtedly risks associated with taking personal mobiles into the classroom and therefore, it is essential that pupils discuss and are made aware of the impact of serious misuse (such as harassment/ bullying) as part of the PSE programme in the promotion of positive relationships.

Mobile Phone Etiquette:

- The use of mobile phones prohibited in class unless the teacher gives permission for class work.
- The taking of photographs and/ or video footage is strictly forbidden unless the prior agreement of the subject has been obtained. Incidents of this nature will be dealt with severely and could include legal action
- In line with SQA guidelines, pupils are not permitted to take a mobile phone into any SQA examination, even when the phone is switched off. In the event of a pupil taking the phone into an exam, even accidentally, he/she will be automatically disqualified from the examination and SQA may consider disqualification from all exams
- The responsibility for the security of the telephone and appropriate insurance cover will rest with the parent and/or pupil
- Where pupils fail to comply with the instructions, the mobile phone will be confiscated by the class teacher and sent to the office where it can be collected at the end of the day. Where appropriate, parents will be contacted
- Mobile phones may be used at morning interval/lunchtime ONLY (unless teacher gives permission for class work)

Named Person

As part of the national Getting 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. In secondary schools the Named Person will usually be a Principal Guidance Teacher and will remain throughout their time at school. 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* they are. This aims 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 (e.g. 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 either by phone, email or alternatively a letter marked for the attention of your Named Person.

Parent Council

We believe that an effective partnership between home and school is a very powerful support for our young people and their learning. Some of the ways in which parents can be involved have been set out elsewhere in this prospectus.

There are however several ways in which parents are linked with the school in a more direct way and it is to be hoped that these links continue to develop over the coming years through our very supportive Parent Council.

The Parent Council is open to any member of the parent community and meetings are published via the website. The current chair is Beryl Bokor who can be contacted via the school.

Parents' Evenings

Parents' Evenings are now booked via the website elginacademy.parentseveningsystem.co.uk.

Where appropriate, information evenings are arranged immediately prior to the appointments to provide updates and information on various aspects such as curricular changes, assessment etc. If at any stage parents would like more information on any aspect of their child's progress, please do not hesitate to contact the school. We hold an Information Evening in September for S1.

Photography & Filming

Parents/Carers will be asked whether or not they give permission for filming, photography and recording of students in school by the media on the enrolment form.

Planning for Improvement

Every year, the school produces an annual Strategic Improvement Plan (S.I.P) which guides the work of the school for the following year. A copy of the current plan is available on the school website www.elginacademy.co.uk. It is our aim to involve parents as much as possible in the drawing up of the S.I.P., and we build on evidence gathered from, for example, parent surveys and questionnaires.

Policies

School policies are detailed throughout this handbook. For local authority policies and information, please visit the Moray Council website www.moray.gov.uk. Click on "Learning and Education" and then "Schools".

Practical Subject Costs

As a result of the work undertaken in a number of subjects in the school, students take a finished product home. This is particularly true in Home Economics, Design and Technology, and in Art and Design. With new Drama courses in the senior school requiring additional disposable materials, there will be a fee charged for these subjects. The materials required for these subjects are purchased centrally by the departments in the interests of both economy and efficiency. The costs associated with these subjects are higher than other school subjects. We hope that the finished product will also be tasty, useful or decorative. It is for these reasons that each student is asked to pay a contribution towards the course.

Religious Observance and Education

Religious and Moral Education as a subject forms a part of the core curriculum for all students in first to third years. The aim of the Religious and Moral Education of each student is to instil in our young people an understanding and tolerance of the beliefs of other people in Scotland and the wider world. We hope to help young people to develop their own moral values by providing opportunities for them to seek answers to some of life's ultimate questions. We feel that such courses are essential to a broad, general education.

Safety and Security Guidelines

- All clothes and possessions should carry name tags. Expensive or valuable items should be left at home.
- Money should **NOT** be left in coats or bags. As little money as possible should be brought into school and where possible Young Scot Cards should be used.
- Students are expected to follow all instructions given by staff in the event of an emergency evacuation of the building. A practice evacuation is carried out each term.
- Students **MUST NOT** leave the school premises without the permission of a teacher during the timetabled day. This also applies during morning interval.
- In the event of a known appointment e.g. medical or dental, Students are asked to bring a parental/carers note advising of the details. This should be handed in to the office for processing.
- Students should not behave in any way which might put themselves or others at risk because of their actions.

School Cafeteria

We are fortunate that the catering facilities in the school are first class. The cafeteria serves full meals at lunchtimes along with a wide range of snacks. At intervals, the cafeteria is also open for business and sells an excellent range of items many of which are freshly made in the kitchen area that morning. Healthy options are available at all times. Prices are competitive and represent very good value, Young Scot Cards should be used for a safe and speedy process. All meals can be ordered via the Fusion app (for your child to download) and moneys can be credited onto their account via iPay on mygovscot. Free school meals are provided to children whose parents/carers receive the following benefits:

- Income Support
- Income Based Jobseeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, and who have an annual income (as assessed by the Inland Revenue) of below £16,105
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the **UK Government at £6,420**
- Guaranteed Pension Credit

Students between 16 and 18 years old who receive any of these benefits in their own right, can claim free school meals for themselves. Students may also be eligible if they are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999. Application forms are available from the school office.

It is ample testimony to the quality of the catering that the cafeteria is a very popular area at intervals and lunchtimes. For further information on catering in the school please contact Mrs Margaret Forbes (Acting Catering Supervisor). The cafeteria operates on a 'cashless catering' system where pupils use choose their own meals via the fusion app and money can be added via iPay online buy parent/carers.

School Dress Code

Students are encouraged to wear school uniform as a sign of identification with, and pride in, Elgin Academy and its activities. While wearing the uniform, students carry Elgin Academy's reputation wherever they go.

All students should wear uniform as follows:

- Black trousers (no rips) or skirt of any suitable style
- White shirt or blouse of choice
- School tie (red for S1-S4; striped for S5/6)
- Black footwear

Denim jackets, jeans, coloured tops or trainers are not acceptable dress.

Orders for school uniform can be made via <https://www.mandsyourschooluniform.com/>

Physical Education Kit

Students should have the following kit for PE:

Indoors	Outdoors
A change of trainers and socks Black or white T-shirt Black or white shorts or tracksuit	Football/rugby/hockey boots for team games Black or white T-shirt & black sweatshirt Black or white shorts or tracksuit Rain jacket

This 'PE Kit' must be a complete change of clothes and should be carried to school in a bag.

Financial help for school wear may be available to children who are under 16 whose parent/carer is in receipt of the following benefits:

- Income Support (or to children who receive it themselves)
- Income Based Jobseeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, and who have an annual income (as assessed by the Inland Revenue) of **below £16,105**
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK **Government at £6,420**
- Guaranteed Pension Credit

Students between 16 and 18 years old and who receive any of these benefits in their own right, can apply for a clothing grant themselves. Students may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999. Queries concerning clothing grant payments is The Moray Council Payments Helpdesk in Elgin (01343 563144).

The Moray School Bank charity can help with providing items of school clothing. Details can be found here: www.morayschoolbank.org

School Information Line

In the event of inclement weather or other incidents, the School Information Line number is

0870 054 9999

The PIN you need to enter to receive information about Elgin Academy is **031010**





Then press option **1** for details on details re any possible school closure.

Information on school closures is also available on Moray Council's website: www.moray.gov.uk

School Roll

Elgin Academy is the largest school in Moray – the official school roll in **September 2020 was 1047.**

Senior Leadership Team

	<p>Head Teacher - Mr Kyle Scott Overall responsibility for formulation and monitoring of school policies and for all aspects of leadership and management of the school. He has responsibility for curricular policy and for developing the school's vision, values and aims. Mr Scott links with the SLT, the School Support Coordinator and the School Librarian.</p>
	<p>Depute Head Teacher - Mrs Karen Grant Responsibility for S4-S6 curriculum, timetabling, literacy co-ordinator, enterprise co-ordinator, tracking and monitoring, school transport arrangements, emergency arrangements. Mrs Grant also acts as a link for local businesses. She links with the English, Modern Languages, Design and Technology and Business & Digital Learning departments. In 2021-22, Mrs Grant will be year head for S1 and S5.</p>
	<p>Depute Head Teacher – Mrs Natalie Munro SQA coordinator, exam arrangements, S1-S3 curriculum, developing leadership in the senior phase including induction, transition from primary to secondary, working with the ASG, extra-curricular activities including school trips, overseeing numeracy across learning. She links with the Geography, History, Modern Studies and RME departments. In 2021-22, Mrs Munro will be year head for S2 and S6.</p>
	<p>Depute Head Teacher – Ms Lizzy Toon Responsibility for pupil support, child protection, ICT, attendance, school documentation, parents' evening arrangements and college links. Ms Toon also has responsibility for drug, alcohol, weapons and equalities incidents. She links with the Additional Support for Learning, Guidance. In 2021-22, Ms Toon will be year head for S3.</p>
	<p>Teacher - Mrs Lynne Milligan Responsibility for learning and teaching; Health & Wellbeing; overview of the responsibilities of all (Literacy, Numeracy and Health & Wellbeing); coordinating assessment, moderation and reporting arrangements; interdisciplinary learning; celebrating achievement; Continuing Professional Development; Professional Review and Development; student teachers and newly qualified teachers. Mrs Templeton links with the Biology, Chemistry and Physics, Art, Music and Drama departments. In 2021-22, Mrs Milligan will be year head for S4.</p>

SQA Presentations

S4

In May, students move from a Broad General Education (S1-3) to the Senior Phase where they will have an opportunity to study and be presented for six new qualifications at the following levels - National 3, 4 or 5.

Courses at National 3 and National 4 will not be graded but assessed overall as pass or fail. There will be no requirement to sit an external exam. All courses at National 5, Higher and Advanced Higher will be graded A to D or 'No Award'

S5/6

Students will study five courses in S5 at National 4 or 5 or Higher level and up to six courses in S6 or three Advanced Higher courses.

All courses at National 5, Higher or Advanced Higher are graded A to D or 'no award'. National 4 is assessed as a pass or fail.

The S6 Experience

All S6 students are invited to sign a contract to become part of the S6 leadership team. This involves leading or taking part in committees and supervision. There is also the opportunity to gain an additional qualification to Higher level in Leadership as part of this programme. S6 also undertake responsibility for S1 students and assist the Pupil Support staff in ensuring progression when settling into school. S6 is a year for giving back to the school and as such S6 take a prominent role in organising parents' evenings, social events for fellow students, fundraising for charity, community involvement, publicity and improving the economy & environment.

Staff List 2022-2023

Head Teacher

Mr Kyle Scott

Depute Head Teachers

Mrs Karen Grant
Mrs Natalie Munro
Mrs Lynne Milligan
Ms Lizzy Toon

Art & Design

Mrs Templeton (PT)
Mrs Victoria Lee
Mrs Jess Standfast
Miss Mandy Tullis

Biology

Mrs Rosalyn Gordon (PT)
Miss Karen Crookston
Mrs Laura Millar
Mrs Rachel Rutter
Mrs Tracey Shaw

Business & Digital Learning

Mr Ian Ord (PT)
Mr Donald Mackay

Chemistry

Mrs Nichola Burpitt (PT Job Share)
Mr Mark Baker (PT Job Share)
Mr Ross Gray
Mrs Chloe Wakeford

Design & Technology

Mr James Cruickshanks (PT)
Mr Jan Pellegrom
Mr Ian Fraser

Drama

Ms Angela Ogg (PT)
Mrs Deborah Denovan
Mrs Sarah May

Pupil Support Assistants

Mrs Annette Crombie
Miss Gemma Norgate
Mrs Wendy Donaldson
Mrs Jackie Grant
Mrs Deborah Logie
Ms Donna McPherson
Mrs Kerrie Martin
Mrs Brenda Steele
Mrs Tina Stephens
Ms Laura Ramsay

Administration

Mrs Susan Taylor
Mrs Sharon Murray
Mrs Elaine Bell
Mrs Joan Main
Miss Lisa Stewart
Mrs Andrea Strasdin
Mrs Lesley Urwin

English

Mr Jayne Forster (Acting PT)
Mrs Helen Bodiam
Mr Douglas Clark
Mrs Alison Shand
Mr David Terron
Mrs Fiona Walker

Geography

Mr Calum Simpson (PT)
Mr Sandy McWhirter

Guidance

Mrs Sharon Grant (PT)
Mrs Lynne Bowley (PT)
Mrs Christina Fraser (PT)
Mrs Elaine Macrae (PT)
Mrs Susan Taylor (PT)

History

Miss Suzanne McNeil (PT)
Mr Robert Maclean
Mrs Hazel Strachan

Home Economics

Miss Karen Ainslie (PT)
Mrs Jenna Adams
Mrs Jane Brodie

Library Resource Centre

Mrs Shelagh Toonen

Mathematics

Miss Emma Thomson (PT)
Mr Ian MacAndie
Mr Paul Chatwin
Mr Alistair Davies
Mr Chris Hume
Mrs Lesley Lythgoe
Ms Carolyn Blance
Mrs Lorna Sproates
Mrs Rachel Thompson

General Assistants

Mr Alan Milne
Ms Lisa More

Technicians

Mr Philip Blanche (Technician)
Mrs Tonia Fleming (Technician)
Mr Alan Milne (Technical Asst)
Mr Alasdair Murchison (Tech Asst)

Janitors (FES)

Mr Paul Binks
Mr Mike Haig
Mr David Mone
Mr Stuart Shields
Mr Neil Thompson

Modern Languages

Mr Jérôme Lestienne (PT)
Mrs Amanda Mackenzie
Mrs Fleur Stewart
Miss Hazel Wilson

Modern Studies

Mrs Emma Hendry (PT Job share)
Mr Christopher Robertson (PT Job share)
Mr Robert Maclean

Music

Mrs Helen Ross (PT)
Ms Sine MacDonald
Mrs Vicky Slater

Physical Education

Mr Ali MacKay (PT)
Mrs Kerry Burton
Mrs Morag McDonald
Miss Laura Turnbull
Mr Richard Wormald

Physics

Mr Pete Kelly (PT)
Mrs Morag McLuckie
Mr Allan Reid
Mrs Rosemary Still

Religious Education

Mr Slumko Tsotsi (PT)

Support for Learning

Ms Katie Morton (PT)
Mr Stephen Kirkpatrick
Mr Richard McWhirter
Mrs Dawn Phillips
Mr Rob Thomas

PT Raising Attainment (PEF)

Mr Chris Hume (0.6)

Inclusion

Mrs Fiona Chapman (PT)
Ms Susan Manson (Coordinator)

Alternative Curriculum

Mrs Shiobhan Evans (PT)

DofE Co-ordinator (PEF)

TBC

Canteen

Mrs Margaret Forbes (Acting Supervisor)

The Moray Council has produced a “Notes for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Educational Services, or the Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_47236.html. This booklet is also available in other languages.

Student Councils

The year group councils meet on a regular basis with their respective Year Head. They discuss all aspects of life in the school and recommend areas for improvement. The year group councils act as an important ‘voice’ for our young people. The Head Student, Depute Head Students, and Heads of House form the ‘Executive’, and meet weekly with the Head Teacher and the S6 year head. A representative from each pupil council and all of the executive meet as the ‘Senate’ approximately every six weeks. From time to time, e.g. to find out opinion on important developments, a ‘Learner Conference’ is held, where every pupil council rep meets to take part in and influence the decision-making process.

Support for Learning

Elgin Academy is committed to the principle of inclusive education. As part of our #TEAM EA vision, we pride ourselves on ensuring that all of our pupils are valued within the school. Our Support for Learning (SfL) department is proud to support pupils with a focus on facilitating their independence, so they can achieve their personal best. Staff within the school have an excellent knowledge of individual pupils, their learning preferences and requirements, as well as a good knowledge of learning barriers. This was recently highlighted when the school received Autism Accreditation from the National Autistic Society of Scotland. In conjunction with our Guidance team, the SfL Department consult with other professional services, as well as parents/carers and young people to develop a range of long and short term support strategies. Staff use their knowledge of Moray Council's inclusion policy, the 2009 Education Act and SQA policies to promote and support students' equal opportunities throughout their educational journey.

Additional support needs are identified in many different ways. These include:

Partnership working

- Staff visit primary 7 classes, observing and interacting with students and talking to class teachers.
- Some pupils will be known to Support for Learning in primary school as a result of their learning needs. We work with our associated primaries to share information and ensure smooth transitions.
- Elgin Academy staff regularly attend transition review meetings in primary schools.
- If necessary, pupils will attend Elgin Academy for different levels of enhanced transition, depending on their individual requirements.
- SfL staff will consult with parents who have concerns about their children.
- SfL staff will, where necessary, communicate information to classroom teachers and create pupil learning profiles in collaboration with pupils and parents/carers about how learning works best for them.
- There is a staff referral process to make the SfL department aware of any concerns teachers have regarding students.
- Multi- agency meetings with a variety of external agencies are held every two weeks to discuss students which require additional support on their educational journey and transitions to reach a positive destination.

Support staff work across the breadth of the entire curriculum developing curricular materials with class teachers. Where necessary, pupils are also able to attend support sessions within the base to support their educational needs. Should the need arise, students and parents alike are welcome to contact Mrs Gillian Stevenson, Acting Principal Teacher of Support for Learning.

Further information is also available from visiting the following websites:

Centre for Studies in Inclusive Education:
<http://www.csie.org.uk/index.shtml>

Pupil Inclusion Network Scotland:
www.pinscotland.org

Inclusion Scotland
<http://www.inclusionscotland.org/>

Enable
<http://www.enable.org.uk>

Parents for Inclusion
<http://www.parentsforinclusion.org/>

Enquire
<http://www.enquire.org.uk>

National Autistic Society

www.autism.org.uk

Addressing Dyslexia toolkit

<https://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit>

Scottish Qualifications Authority

<https://www.sqa.org.uk/sqa/14976.html>

Term Times

Autumn Term	Tuesday 16 August 2022 Friday 7 October 2022	
Winter Term	Monday 24 October 2022 Thursday 22 December 2022	In-Service Closures: Monday 14 November and Tuesday 15 November 2022
Spring Term	Monday 9 January 2023 Friday 31 March 2023	Mid Term Holiday: Thursday 9 February, Friday 10 February and Monday 13 February 2023
Summer Term	Monday 17 April 2023 Friday 30 June 2023	May Day Holiday: Monday 1 May 2023 In-Service Closures: Thursday 11 May and Friday 12 May 2023

Transport

The Public Transport Unit will issue students who are entitled to transport, with a bus pass. Application forms for transport are available from the school office. The current conditions of entitlement are given below. It is important to emphasise that Students' behaviour on school transport should be of the very best to allow suitable, safe travel for all students. In cases where a student persistently misbehaves, consideration will be given regarding withdrawal of a bus pass. In special circumstances, students may ask for permission to travel on a bus other than their normal one, subject to there being a space available. A letter from a parent/carer is normally required for this to be granted.

Entitlement to School Transport - Students who live a distance from the school are entitled to free transport to ensure that they do not have more than two miles to walk. If a student lives more than a mile from an established bus point, parents should contact the school to discuss the matter. This may in turn be referred to the Moray Council Education & Social Care Department. Door-to-door transport is not guaranteed.

Adverse Weather Conditions (bus students) - In stormy weather it may be advisable to send students home early (particularly those who travel by bus). In such circumstances, the school will endeavour to contact parents/carers who live at a distance from the school and whose children may be at risk. Parents/carers of bus students are asked to inform the school of any changes to emergency contacts. In cases where road conditions are bad in the morning, parents/carers who live at a distance from the school are advised to use their discretion in keeping their son or daughter at home. In all that we do in this matter, we will err on the side of caution to ensure safety for students and staff.

Unaccompanied Out of School Activities

From time to time, students will be involved in learning experiences which will take them out of the school buildings. In such circumstances they will not always be under the direct supervision of teaching staff. Parents/Carers will be asked to give consent for such activities.

Work Permits - Employment of Children

The Children and Young Persons (Scotland) Act 1937, Section 28(1) as amended by the Children (Protection at Work) Regulations 1998 permits the employment of children aged between 14 years and the legal school leaving date i.e. children who attain the age of 16 years on or between 1st March and 30th September cease to be of school age on 31st May and children who attain the age of 16 years on or

between 1st October and the last day of February cease to be of school age on the last day of the Christmas term. Section 28(2) permits the employment of children aged 13 years in categories of light work specified in these Bye-Laws. It is illegal to employ a child aged 12 or under in any circumstances. Applications for job licences are available from the school office. Further information in connection with the above may be obtained from the school.

Appendix A – Attainment Figures 2019

At the time of publication, finalised figures using the new benchmarking tool “Insight” for 2020 are not available. To give an indication of how well a school is performing, it is compared to a ‘virtual comparator’ which has very similar characteristics to the school. Figures for 2019 are as follows:

	Elgin Academy										Virtual Comparator									
Percentage of school leavers entering a positive destination	96%										96%									
Percentage of school leavers who attained literacy and numeracy at SCQF level 4 or better, and SCQF level 5 or better.	Level 4 80%					Level 5 58%					Level 4 92%					Level 5 67%				
Overall attainment of school leavers – Complementary Tariff Point Score	Lowest 20% 142			Middle 60% 578			Highest 20% 1236				Lowest 20% 157			Middle 60% 626				Highest 20% 1288		
Attainment versus deprivation (using Complementary Tariff Points)	School										National Average									
	SIMD Decile										SIMD Decile									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	-	1732	381	567	711	843	729	731	962	1152	609	655	720	769	835	904	976	1062	1132	1262

*SIMD - This stands for “Scottish Index of Multiple Deprivation”.

Full details and further explanations of these figures are available on the “Parentzone” website - <https://education.gov.scot/parentzone>

Date of Issue of this Handbook: January 2021

This handbook has been prepared by the Head Teacher, and follows guidelines set out by The Moray Council. The information contained within is believed to be correct at the time of publication.

Appendix B

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:** education@moray.gov.uk
Hours: 8.45am - 5.00pm Monday to Friday

Revised 02/12/2016

Moray Council A-Z	Telephone:	Web page address:
Active Schools	01343 563890	http://www.moray.gov.uk/moray_standard/page_52055.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://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 554370 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_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_53000.html
Information for Parents and Carers Leaflets	01343 563374	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/downloads/file110306.pdf 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://www.moray.gov.uk/moray_standard/page_114991.html
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_137038.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
Travelling People	0300 123 4566	http://www.moray.gov.uk/moray_services/page_40313.html