



# Findochty Primary



## School Handbook 2023-2024



The information contained within this handbook is correct at the time of publication and is updated annually. It has been prepared by the Head Teacher and follows guidelines set out by The Moray Council.

Date of publication December 2023

**Education, Communities and Organisational Development** is a single, integrated department which brings together Education; Social Work support for Children and Families; Community Care services for adults; and Lifelong Learning, Culture and Sports.

Our vision: - **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

See also Service aims at [http://www.moray.gov.uk/moray\\_standard/page\\_43612.html](http://www.moray.gov.uk/moray_standard/page_43612.html)

## **INFORMATION FOR PARENTS AND CARERS BOOKLET**

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 Education & Social Care, or the Moray Council Internet site [www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://www.moray.gov.uk/moray_standard/page_47236.html)

This booklet is also available in other languages.

## **CONTENTS**

**INTRODUCTION**

**SCHOOL OPENING TIMES**

**PROCEDURES FOR CONTACTING THE SCHOOL**

**SCHOOL COMMUNICATION**

**SCHOOL TRANSPORT**

**UNIFORM**

**SCHOOL MEALS**

**MEDICINES IN SCHOOL**

**DATA PROTECTION ACT**

**SCHOOL TERM AND HOLIDAY DATES**

**FINDOCHTY SCHOOL AIMS**

**SCHOOL STAFF**

**CURRICULUM FOR EXCELLENCE (CFE)**

**ENROLMENT AND INDUCTION**

**CFE CURRICULAR AREAS**

**ADDITIONAL SUPPORT FOR LEARNING**

**ASSESSMENT, ACHIEVEMENT, ATTAINMENT**

**PUPIL REPORTS/PARENTS EVENINGS**

**PROMOTING POSITIVE BEHAVIOUR**

**BULLYING**

**RELIGIOUS OBSERVANCE**

**SCHOOL HOUSE AND BUDDY SYSTEM**

**HEALTH AND SAFETY**

**PARENT SUPPORT GROUP (PSG)**

**ASSOCIATED SCHOOL GROUP (ASG)**

**PRIMARY/SECONDARY LIAISON**

**PUPIL USE OF INTERNET AND E-MAIL**

**GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)**

**Appendix A**

# INTRODUCTION

## FINDOCHTY SCHOOL

Burnside Street  
Findochty  
MORAY  
AB56 4QW

Head Teacher: Mrs Dawn Thomson

Tel: 01542 832287

Fax: 01542 835864

e-mail - [admin.findochtyp@moray-edunet.gov.uk](mailto:admin.findochtyp@moray-edunet.gov.uk)

The Moray Council web address: [www.moray.gov.uk](http://www.moray.gov.uk)

Education, Communities and Organisational Development main telephone number: 01343  
546674

**Findochty Parent Support Group: Rachel Waldron (Secretary)**

Findochty is a friendly, inclusive community where we love learning. Confidently leading our learning, we develop skills and talents to achieve our ambition of being the best we can be. We respect our rights and those of others and work with our community to look after the planet and prepare for our future.

### VISION

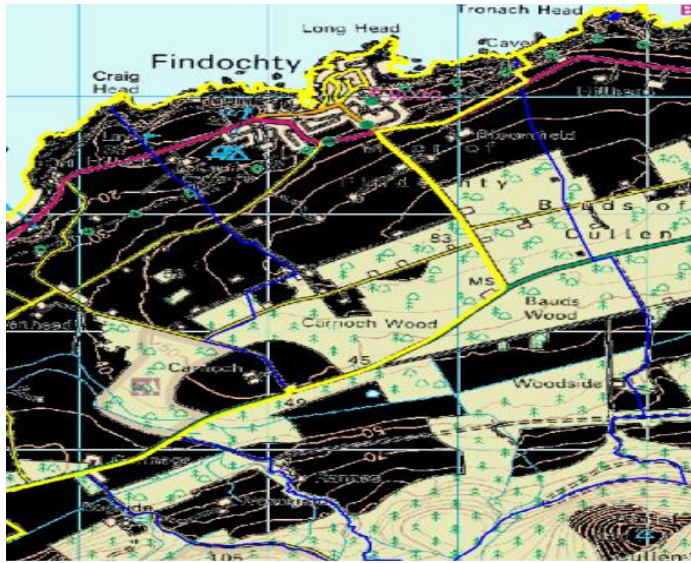
Findochty Primary; a small school with high aspirations. A place where every child shines, where every child is supported to be the best they can be.

### VALUES

Findochty Primary School has community at its heart. We promote, and value, respect and acceptance, kindness and compassion, resilience and perseverance.

### AIMS

Our aim is the pursuit of excellence for all. We strive for the development of individual potential in a stimulating and inspiring school that has community at its heart.



## **SCHOOL ZONE**

Findochty School serves the village of Findochty and surrounding area to the border of Bloomfield in the East, Woodside and Rannas in the South and Carnoch in the West. We provide an educational service to children from Nursery through to Primary 7 (ages 3 years – 12 years). We are a non-denominational primary school with a current roll of 58 primary school children and 15 nursery children.

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 a 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.

## **The Building and grounds**

Findochty School is a small friendly school housed in a substantial building set in its own grounds to the south of the village of Findochty. It is maintained to a high level of repair and cleanliness.

The accommodation is generous, bright and airy and consists of classrooms which include a nursery, a general purpose room, a hall, a staffroom and a resources room.

The school also has its own canteen where meals are served. The meals are cooked at Cullen Primary school and brought over each lunchtime.

There are large playing areas around the school, including a grass area suitable for sports and games with an enclosed Nursery Play Area.

## **SCHOOL OPENING TIMES**

Nursery 9.00 – 3.00 pm

Nursery Manager : Mrs Emma Gillings contact no: [07929 845202](tel:07929845202)

**P1 – P7 9.00 - 3.15 pm**

Morning Interval 10.30 - 10.45 am

Lunch P1 – P7 12.30 - 1.30 pm

## **PROCEDURES FOR CONTACTING THE SCHOOL**

Parents can contact Mrs Mhaire Cowie, the School Administrator, on 01542 832287 for any enquiries or to advise the school of your child's absence. Mrs Cowie is in the office from 8.30am – 12.30pm Monday to Friday. You may also e-mail the school on:

[admin.findochtyp@moray-edunet.gov.uk](mailto:admin.findochtyp@moray-edunet.gov.uk) or use the School Information line (details below)

### **IF YOUR CHILD IS GOING TO BE ABSENT PLEASE CONTACT THE SCHOOL BY 9.30AM AT THE LATEST ON THE FIRST DAY OF ABSENCE – THANK YOU**

You can use the school telephone information line (instructions below) to hear about any school announcements e.g. in the event of severe weather closing the school. Additionally, you can use the school information line to leave any non-urgent message when the school is not open or when Mrs Cowie is not in the office, she will then receive an e-mail with your message when she returns to school.

#### **School Information Line – instructions for use**

Dial **0870 054 9999** and enter Findochty School's PIN number: **031230**

You will get a confirmation message: "**selected Findochty Primary School**"

This dial-in service is useful if you want to leave non-urgent messages. These are forwarded to the school e-mail address automatically and provide a convenient way for you to let us know for instance:

- **about an absence**
- **if you wish to make an appointment**
- **to find out some information such as holiday dates**

**This is also the telephone number to use if you want to find out about school closures in the event of severe weather.**

**Calls to this number will be charged a 2p per minute service charge plus your call provider's access charge**

## **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/Xpressions
- Twitter
- Website
- Open afternoon
- Meetings
- Assemblies
- Minutes of meetings

## **SCHOOL 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 outwith the zone are not entitled to transport.

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



form.

## **SCHOOL UNIFORM**

School navy sweatshirts, navy cardigans, white or navy polo shirts are available to buy from 'My Clothing' online and H&M Design. Nursery t-shirts and sweatshirts (red, green and purple) are also available. Pupils should wear dark school trousers or skirts, white polo shirts and navy sweatshirt or cardigan.

You can access the shop by using the following links <https://myclothing.com/>  
<https://handmdesignselginltd.co.uk/>

For P.E. plain t-shirts and shorts (**not football strips**), indoor gym shoes and outdoor trainers are required. Children may leave their bags on their pegs. We recommend that the more senior children bring their P.E. kit to change into. **It is important that all PE equipment, school bags and jackets can have the child's name marked on them.** For safety reasons it is necessary that longer hair be tied back for PE lessons and earrings either removed or taped. Please leave jewellery and valuables at home. This should prevent the distress caused by items being lost.

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

## **SCHOOL MEALS**

Meals are cooked at Cullen Primary School canteen and transported to Findochty, at the start of session, parents are advised about the cost of school meals. Six weekly meal plans are issued at the start of term and are available on the Moray Council website [www.moray.gov.uk](http://www.moray.gov.uk). The weekly menu is displayed at the dining room door. Pupils may choose a starter and main course or main course and pudding.

In line with current Government Policy all children in P1-P5 are entitled to Free School Meals. If your child is in P6-P7 and you think your household income may mean your child is eligible for free school lunches, then refer to **Appendix A** to access information and a claim form from The Moray Council.

Two staff members are in attendance at lunchtime, supervising those having school lunches and packed lunches.

## **MEDICINES IN SCHOOL**

### **Supporting Our Learners First Aid and Medical Procedures**

The care of our school community is paramount at Findochty 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 Cowie 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.

### **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 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.

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

### **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](http://www.moray.gov.uk/moray_standard/page_75569.html)



## **SCHOOL TERM AND HOLIDAY DATES**

### **Session 2023/2024**

In-Service Closure: Monday 14 Aug 2023

Autumn Starts Tuesday 15 August 2023

Term Ends Friday 6 October 2023

Autumn Starts Monday 9 October 2023

Holiday Ends Friday 20 October 2023

#### **Winter**

Starts Monday 23 October 2023

Term In-Service Closure: Monday 13 Nov 2023

In-Service Closure: Tuesday 14 Nov 2023

Ends Friday 22 December 2023

Christmas Starts Monday 25 December 2023

Holiday Ends: Friday 5 January 2024

#### **Spring**

Starts: Monday 8 January 2024

Mid Term Holiday: Friday 9 & Monday 12 February 2024

Ends Thursday 28 March 2024

Spring Starts Friday 29 March 2024 (Good Friday)

Holiday Ends Friday 12 April 2024

#### **Summer**

Starts Monday 15 April 2024

Term May Day Holiday: Monday 6 May 2024

In-Service Closure: Thursday 16 May 2024

In-Service Closure: Friday 17 May 2024

Ends Friday 28 June 2024

Plus 1 occasional day holiday when the following school will be closed:

Buckie High ASG : Tuesday 7 May 2024

### **Session 2024/2025**

In-Service Closure: Monday 12 Aug 2024

In-Service Closure: Tuesday 13 Aug 2024

Autumn Starts Wednesday 14 August 2024

Term Ends Friday 4 October 2024

#### **Autumn**

Starts Monday 7 October 2024 Holiday Ends Friday 18 October 2024

#### **Winter**

Starts Monday 21 October 2024

In-Service Closure: Monday 11 Nov 2024

In-Service Closure: Tuesday 12 Nov 2024

Ends Friday 20 December 2024

Christmas Starts Monday 23 December 2024 Holiday Ends Friday 3 January 2025

## Spring

Starts Monday 6 January 2025  
In-Service Closure: Thursday 13 February  
Mid Term Holiday: Friday 14 & Monday 17 February 2025  
Ends Friday 28 March 2025  
Monday 31 March 2025 Holiday Ends Friday 11 April 2025

## Summer

Starts Monday 14 April 2025  
Good Friday Holiday: Friday 18 April 2025  
May Day Holiday: Monday 5 May 2025  
Ends Friday 27 June 2025  
Plus 1 occasional day holiday to be agreed by 31 March 2024

Term dates are available to download from the Education & Social Care Internet at

[www.moray.gov.uk/moray\\_standard/page\\_55829.html](http://www.moray.gov.uk/moray_standard/page_55829.html)

## FINDOCHTY SCHOOL AIMS

**At Findochty School we aim to create a welcoming and exciting learning environment where we:**

- Promote rich, diverse and challenging learning experiences.
- Celebrate success, promote a "can do" attitude and inspire every learner to achieve their best.
- Support personal development, social responsibility and a sense of self-worth.
- Develop the attitudes and skills that prepare our learners for life-long learning.
- Provide a safe, supportive, equitable and inclusive environment where learners and staff are happy and confident as they aspire to achieve.

(reviewed and agreed June 2023)

## SCHOOL STAFF

### Teaching Staff

Head Teacher	Mrs Dawn Thomson	
Class Teachers	Mrs Jennifer MacLeod	P1/2
	Mrs Caroline Ferguson	P3/4/5
	Mrs Alana Stewart	P6/7
	Miss Sabrina Maguire	
McCrone Teacher	Mrs Deirdre Blyth	
Support for Learning Teacher		

### Nursery

Manager	Mrs Emma Gillings
Senior Early Years Practitioner	Mrs June Gargan
Early Years Practitioner	Mrs Stacey Middleton
Pupil Support Assistant	Mrs Ulrike Macdonald

## Support Staff

Pupil Support Assistants

Mrs Diane Campbell  
Mrs Mhaire Cowie  
Mrs Pauline McNally

Lunchtime Supervisors

Mrs Pauline McNally  
Mrs Natalie McIntosh

## Non-Teaching Staff

School Administrator

Mrs Mhaire Cowie

Catering Assistant

Mrs Helen Mair

School Janitor

Mr Alan Innes

School Cleaners

Mrs Jane McIntosh

Mrs Maureen Cowie

# 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 an ever 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. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and there are plans already in place for parents across the country to have access to Glow in due time.

A factfile about the 'Curriculum for Excellence' for parents/carers which provides a more comprehensive overview of CfE (and an explanation of the terms used) is available from the school. You can also access further information about the curriculum and supporting your child on:

<http://www.LTScotland.org.uk/Parentzone>

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

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 end of Primary 1.
- **First Level** - through to the end of Primary 4.
- **Second Level** - through to the end of Primary 7.
- **Third and Fourth Levels** - Secondary 1 - 3.
- **Senior Phase** - Secondary 4 - 6.

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.

## How do children learn?

Children learn in a variety of ways, but educational research clearly identifies activity based learning as one of the most effective ways of learning. Children learn by doing, thinking, exploring and experiencing at first hand. They also learn from each other and by interacting with adults and other children. As the children show their teachers their understanding and skills orally or by doing, they may not have as much written work as evidence of their learning. Do not worry about this, as the teachers will be continually assessing their learning by observation and making professional judgements which are shared across the school. We value the importance of the progression and coherence of learning and information is passed on at each point of transition from one stage to the next.

## 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 themes e.g. Vikings, The Home Front, 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**.

E.g. Knowledge, understanding, skills, awareness and attitudes.

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus 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"> <li>• <b>Challenge and Enjoyment</b></li> <li>• <b>Breadth</b></li> <li>• <b>Progression</b></li> <li>• <b>Depth</b></li> <li>• <b>Personalisation and Choice</b></li> <li>• <b>Coherence</b></li> <li>• <b>Relevance</b></li> </ul> <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"> <li>• <b>Expressive Arts</b> Art, Drama, Music and Dance</li> <li>• <b>Health &amp; Wellbeing</b> Personal, social and emotional health. Also P.E.</li> <li>• <b>Literacy and English</b> Communicating with others. Reading, Writing and Modern Languages</li> <li>• <b>Numeracy and Mathematics</b> Number work, Problem Solving</li> <li>• <b>Religious and Moral Education</b> Religions, values and beliefs.</li> <li>• <b>Sciences</b> Understanding our planet</li> <li>• <b>Social Studies</b> Scotland and the World; past, present and future.</li> <li>• <b>Technologies</b> Food, Design and Computing.</li> </ul>

### What will be the focus for effective Learning & Teaching?

**Active learning and planned, purposeful activities** -this does not necessarily mean physically moving about but rather being actively engaged in their learning activities whether mentally or physically

**Critical Skills Approach**-children are encouraged to share their thinking and talking together and to co-operate as they discuss their ideas and solve problems. There is an emphasis in learning from and supporting each other, adopting problem solving approaches and the development of thinking skills.

**Collaborative and independent learning**-as well as promoting collaborative learning, children are also encouraged to be independent in the learning

**Interdisciplinary Learning**-whilst it is important for children to have a linear progression within studies of discrete subject areas children also need to be able to apply their learning and also use the links between different areas of their learning to develop, reinforce and deepen their understanding of both new and revised topics. The school uses relevant contexts, sometimes familiar to young people's experiences but also to enable them to make links across the curriculum.

**Appropriate, effective use of technology to enhance learning** -this is a major development currently within the school and staff continue developing different ways to enhance children's learning.

**Outdoor Learning**-making use of the outdoor environment and surrounding community enhances children's learning

**Building on the principles of Assessment is for Learning**

**Giving children ownership**

## **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 and 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, co-operating with others, self organisation.

Important themes are Enterprise, Global Citizenship and Sustainable Development.

Pupils can also become involved in the school's 'Pupil Council', 'Eco Committee', Green Group and HWB Committee. Pupils also have regular opportunities to participate in various social skills groups and take on roles of responsibility during Buddy Sessions. Senior pupils become Sports Leaders and Playground Leaders helping to support and develop new skills within the younger pupil group.

In addition there are numerous voluntary extra-curricular activities which children can take part in E.g. gardening club, recorder group, Lego club and a variety of sports clubs.

### Assessment

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action. To this end we conduct start of year class assessments of the child's stage of development in reading, spelling, writing and maths in every class. Regular tracking of all children's' progress takes place.

Assessment is crucial to tracking progress and 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.**

### Reporting

Reporting informs parents/carers of their child's progress. This can be in the form of written reports and parent appointments. Its purpose is to support and improve learning. It is an on-going process which will provide clear information on a learner's strengths, areas for development and specifically what needs to be done to ensure continued progress and improved standards of achievement.

Snapshot of Learning jotters, sharing examples of their work, and regular Learning Postcards will be sent home with pupils. An initial parent appointment is held during October, parents and pupils are invited to attend these meetings to discuss and highlight latest progress and to plan next steps in their learning. Learning and achievements are also reported more informally at 'open afternoons' or via 'learning wall' displays.

Teaching staff and school management may also get in touch with parents/carers to discuss any learning, personal or behaviour matter as issues arise.

# ENROLMENT AND INDUCTION

The intake of Primary 1 children takes place in August each year and children who will be five years of age on, or before, the last day of February of the following year are eligible for admission.

In January a notice is placed via the Moray Council's social media channels and the local press, which informs parents about the enrolment dates. As well as the school handbook every parent enrolling a child for P1 at the school will be given a separate induction package, there is also the option to enroll your child online.

The first two weeks in a new school can be difficult for children and their parents and it is important that a good start is made in building up relationships. Members of staff at Findochty School have experience in ensuring that new pupils arriving at the school are handled sensitively.

## New pupils

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Findochty School should telephone the school office, or call in to the school reception, to request an appointment to visit the school. You will be shown around the school building so that you are familiar with the layout. You will have the opportunity to visit classes at work and also meet some of the teachers, adult helpers and other staff members who work at Findochty.

## Transfer from other schools

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

## Nursery

We have a nursery class in the school catering for a maximum of 20 children in the Buckie High Associated School Group catchment area. Children can be enrolled during the month of January for joining the nursery class at the start of the next school session. Places are allocated according to the criteria laid down by The Moray Council.

A separate nursery handbook with additional information is available on request. (The current policy for admission to pre-school education is that priority is given to children resident within the same secondary school catchment as pre-school provision. Where the requested place is managed by the Head Teacher, children already having a sibling in school are given priority ie a 3 yr old with a sibling at primary school has priority over a 4 yr old with no sibling at the school.)

# CFE CURRICULUM AREAS

## LANGUAGE

The skills required for communication are fundamental to the curriculum and to the needs of our society. The best teaching and learning results from the integration of the four elements of the

language 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
3. **Writing** - The conventions of written language – punctuation, spelling, handwriting – are best taught from the children’s own work so that the mistakes they make become the teaching points. It is also important for children to produce written work that is relevant, effective, functional and imaginative. This will come through theme work in the class and will be from first hand, imagined or created experiences.
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.

## **MODERN LANGUAGES IN THE PRIMARY SCHOOL**

We teach French from P1. The main aim is to offer the opportunity to sample a foreign language and to learn about and use every-day French in a relaxed, informal atmosphere. This introduction to the language focuses on 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.

Senior pupils will learn simple conversational French (and German from P5), learning about the language, the country and a range of customs. These experiences are delivered through various activities, games and songs which help build up children’s basic vocabulary. Studying a modern language enhances pupils’ understanding and enjoyment of other cultures as well as those of their own.

## **MATHEMATICS**

Mathematics is about solving problems not just ‘doing sums’. The ability to calculate quickly is essential. Children need to develop a high level of competence in addition, subtraction, multiplication and division so that they can apply these skills in real life situations.

In Findochty the practical activities, necessary for children to fully understand computation, will come first. Children need to practice orally and in written form to ensure that they can access mathematical facts quickly and accurately. Mental maths is given a high priority in our school.

## **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.

## **TECHNOLOGIES**

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning. These are:

- Technological development in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

## **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.

## **ADDITIONAL SUPPORT FOR LEARNING**

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 teacher.

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

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.

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

## **ASSESSMENT, ACHIEVEMENT AND ATTAINMENT**

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action. To this end we conduct start of year class assessments of the child's stage of development in reading, spelling, writing and maths in every class.

Regular tracking of all children's' progress takes place on a termly basis, with formal dialogue November, March and May. NSA (Scottish National Standardised Assessments) are diagnostic assessments which 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 crucial to tracking progress and 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.**

## **PUPIL REPORTS/PARENTS EVENINGS**

Reporting informs parents/carers of their child's progress. This can be in the form of written reports, phone calls and parent appointments.

Reporting under Curriculum for Excellence is an ongoing process. In addition to Parents' Evenings and reports, staff at Findochty 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.

## **PROMOTING POSITIVE BEHAVIOUR**

Pupils attending Findochty School are expected to follow the school rules. Children are made aware that they are responsible for their own actions and that breaking the rules will have consequences. Sanctions include:

- verbal warnings for persistent misbehaviour
- Solution Oriented strategies
- reported to the Head Teacher
- withdrawal of privileges
- parents/carers asked to discuss behaviour and agree future conditions
- as a last resort : exclusion from school (temporary or permanent)

As we follow a 'Solution Oriented' Policy, all sanctions are agreed by the child, the relevant staff member and/or the Head Teacher. Where appropriate, parents will be involved. We encourage and expect all pupils to treat others as they would like to be treated.

To achieve our aim of promoting good working attitudes, self discipline and effective learning, a calm and purposeful atmosphere in and around the school is essential.

We expect children to observe the following:

- politeness and showing respect to each other, members of staff and visitors
- care of, and respect for school property and materials
- following instructions and behaving responsibly in rooms, corridors and the playground
- children are expected to walk at all times within the building and to behave in such a way that they are not distracting or disrupting the learning of others.

Our policy is to encourage children to be honest about their role in any situation and we emphasise that if we withhold the truth we can only make a bad situation worse for everyone involved. At Findochty Primary School we expect our pupils to be Respectful, Responsible Role Models in everything they do.

**Incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education, Communities and Organisational Development and the Police may also be involved.**



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

In the first instance please contact Mrs Cowie in the school office. If you are able to share with her the nature of your query or concern she can then make appropriate arrangements to meet with the Class Teacher or the Head Teacher. 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 Findochty 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 Findochty. Our inclusive policies and practices at Findochty 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 Findochty we believe that all behaviour is communication and we aim to ensure that all behaviour is understood by all.

## BULLYING

At Findochty Primary school we are committed to developing an environment that promotes respect, celebrates difference and enables positive relationships and behaviour. Bullying is **never** acceptable.

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour. (gov.scot *Respect for All: National Approach to Anti-bullying*)

### What is Bullying?

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. 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. (Respect *me*, 2015)

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face/online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged

- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).

Parents who are concerned about bullying should contact the school.

## RELIGIOUS OBSERVANCE

All Religious Education is undertaken on a non-denominational basis and parents may, if they wish, **withdraw their children from religious education by informing the Head Teacher in writing**. We provide adequate supervision and alternative educational provision for those pupils whose parents request that they be withdrawn from Religious Observance. **We do however encourage children to learn about and be tolerant of everyone's beliefs** and we find that all children tend to enjoy these lessons.

During their RME programme pupils will investigate Christian festivals, beliefs and the Bible. They will also learn about other religions and their customs and festivals. Sometimes we welcome the school chaplain or other visitors such as charity workers to talk to the children and develop particular topics.

### 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 Rights Respecting School commitment. We link our values to the Wellbeing Indicators, Safe, Healthy, Achieve, Nurtured, Achieving, Respected, Responsible and Included. During assembly, Bronze, Silver or Gold 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. Special assemblies are held to celebrate different events such as Christmas and Easter, Burns Day and St Andrew's Day. Parents and members of the school community are always welcome to join us in these celebrations. Our Friday Assemblies are always an open door event, parents and carers are invited to come along and share the celebrations and achievements with us.

The whole school meets weekly for assembly. During assembly we may :

- talk about topical issues
- take the opportunity to discuss a school rule
- listen to stories from the Christian faith and other religions
- sing hymns/songs
- celebrate successes and achievements

At no time will pupils be urged to adopt any particular faith. Instead, they will learn a little about many religions and are encouraged to form their own opinions and beliefs. Alongside these religious issues we do however, encourage the pupils to develop positive moral values.

## SCHOOL HOUSE AND BUDDY SYSTEMS

At Findochty Primary pupils are allocated one of 3 houses, Sterlochy, McKenzie or Edindoune. These are all named after areas within the village.

Each new P1 pupil is allocated a P7 (or P6 depending on numbers) to help ease transition into school from Nursery.

We have a regular Buddy Session on a Friday where the whole school buddies up with their allocated partner to participate in a variety of activities. The Nursery Lion Kings, pre-schoolers, are also included in these events.

## HEALTH AND SAFETY

Pupil Contact details - It is **very important** that the school is kept up to date with changes to pupil's contact details, telephone numbers, changes to health needs etc.

**Every pupil at Findochty Primary School and Nursery must have at least one emergency contact who is available to come to school at any time of the school day if required (e.g. if a pupil becomes ill)**

School Security - All Visitors to the school must report to the school reception before proceeding further into the building. CCTV is continually active at the main entrance and a security door is in place.

No child is allowed to leave the playground without permission at any time during the school day including break and lunchtime

Fire Safety Drills - Emergency drills are carried out once per term and all children in school and nursery are familiar with fire evacuation procedures.

## PARENT SUPPORT GROUP

We welcome and value the support of our parents and a number of our parents help out in school. If you would like to be involved, please contact Mrs Thomson who can tell you more about the things parent helpers can do. Parents are also encouraged to be involved in working groups when we are looking at things such as homework, the behaviour policy, reporting and assessment and the curriculum.

We ask you, as parents, to take an active interest in all that your child does and support us in maintaining the high standards set by the school. Please continue to support your child's learning at home. Allow time to complete reading and other homework in an environment that is free from distractions. Discuss their learning with them, and do not hesitate to add any comments you have about their learning, when you sign their reading records or homework diaries. Some children may have home/school diaries in which learning activities and other important news can be shared.

## **PARENT SUPPORT GROUP**

Findochty School has a strong Parent Support Group who organise fundraising events and also encourage parents to become more involved in the 'life and work' of the school. The group meets regularly throughout the school year and all parents are invited to attend.

### **Parent Support Group Office bearers (2023/24) are:**

- Mrs Caroline Ferguson (Chair)
- Mrs Rachel Waldron (Secretary)
- Mrs Ruth O'Hanlon (Treasurer)

## **ASSOCIATED SCHOOL GROUPS (ASG)**

Findochty Primary School is part of the Buckie High School Associated School Group (ASG) along with Cullen, Portknockie, Portessie, Millbank, Cluny, St Peters and Portgordon Primary Schools.

## **PRIMARY/SECONDARY LIAISON**

Parents wishing to enrol their children at Findochty 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 admission 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, photo permissions and the school's behaviour code.

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 at the school, or request a placement request form 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 Findochty move onto Buckie 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 extended transition opportunities scheduled for pupils who have additional needs which require to be supported.

The contact details for Buckie High School are:

Head Teacher: Mr. Neil Johnson, Tel: 01542 832605 Fax: 01542 835758

Address: West Cathcart Street, BUCKIE AB56 1QB

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

## **PUPIL USE OF INTERNET AND E-MAIL**

Moray school networks are provided for pupils to do school-related work, including research and communication with others. For internet access, parental permission is required.

### **FINDOCHTY PRIMARY SCHOOL PRIVACY STATEMENT**

Findochty Primary School 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 [Insert School/ELC setting Name] 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 [Insert School/ELC setting Name]. 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 Moray Council's Information Management webpages.

### **Sharing personal data to support Wellbeing**

In addition to the above, Findochty 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.



# GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

**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 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 primary schools the Head Teacher (Mrs Dawn Thomson, dawn.thomson6@moray-edunet.gov.uk) is usually the **Named Person** and will remain throughout their time at primary school. On transition to Secondary School, Principal Guidance Teachers usually become the **Named Person**. The **Named Person** will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

The **GIRFEC** approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how *safe, healthy, achieving, nurtured, active, respected, responsible and included* (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The **Named Person Service** supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (eg from health, social work, police etc) if required. Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your **Named Person** by phone, email or alternatively a letter marked for the attention of your Named Person.

## APPENDIX A

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

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

**Telephone:** 01343 563374

**Hours:** 8.45am - 5.00pm Monday to Friday

**Email:** [education@moray.gov.uk](mailto:education@moray.gov.uk)

**Website:** [www.moray.gov.uk](http://www.moray.gov.uk)

Updated 15/10/2019

### Moray Council A-Z

Active Schools	Telephone:	01343 563890
	Email:	<a href="mailto:Active.schools@moray.gov.uk">Active.schools@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52055.html">www.moray.gov.uk/moray_standard/page_52055.html</a>

Additional Support for Learning	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42567.html">www.moray.gov.uk/moray_standard/page_42567.html</a>
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx">https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx</a>
After School Clubs	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_services/page_44889.html">www.moray.gov.uk/moray_services/page_44889.html</a>
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	<a href="mailto:enquiries@ceas.uk.com">enquiries@ceas.uk.com</a> (Children's Education Advisory Service)
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_100164.html">www.moray.gov.uk/moray_standard/page_100164.html</a>
Attendance and Absence	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>
Childcare	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	<a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	<a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a>
Clothing Grants	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>

### Moray Council A-Z

Data Protection	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_75569.html">www.moray.gov.uk/moray_standard/page_75569.html</a>
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52991.html">www.moray.gov.uk/moray_standard/page_52991.html</a>
Disability Discrimination	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">www.moray.gov.uk/moray_standard/page_43019.html</a>
Early Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_56925.html">www.moray.gov.uk/moray_standard/page_56925.html</a>
Early Learning & Childcare	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>

(pre-school)	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42682.html">www.moray.gov.uk/moray_standard/page_42682.html</a>
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	<a href="mailto:EMAMoray@moray.gov.uk">EMAMoray@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_40540.html">www.moray.gov.uk/moray_standard/page_40540.html</a>
Exclusion from School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53001.html">www.moray.gov.uk/moray_standard/page_53001.html</a>
Free School Meals	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>
Grants and Bursaries	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43903.html">www.moray.gov.uk/moray_standard/page_43903.html</a>
Home Education	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53000.html">www.moray.gov.uk/moray_standard/page_53000.html</a>
Instrumental Instruction	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53005.html">www.moray.gov.uk/moray_standard/page_53005.html</a>
Placing Requests	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_49601.html">www.moray.gov.uk/moray_standard/page_49601.html</a>
Racial Equality	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a>
School Meals	Telephone:	01343 557086
	Email:	<a href="mailto:schoolmeals@moray.gov.uk">schoolmeals@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55540.html">www.moray.gov.uk/moray_standard/page_55540.html</a>
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55829.html">www.moray.gov.uk/moray_standard/page_55829.html</a>
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	<a href="mailto:transport@moray.gov.uk">transport@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a>