

ALMOUR

PRIMARY SCHOOL

learning to live
living to learn



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Welcome to Pilmuir Primary & Nursery School

The Moray council has produced a "Notes for Parents and Carer" booklet, which is designed to provide basic information about the educational 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.

This school booklet has been designed to introduce you to the school. The information contained within this handbook is correct at time of publication and is updated annually.

If you have any questions, comments or suggestions regarding the booklet or the school in general, please do not hesitate to contact me, Mrs Kate Elder, Head Teacher.

Address :

**Pilmuir Primary & Nursery School
Pilmuir Road
Forres
IV36 IHD**

**☎ TEL 01309 673034
FAX 01309 671312
E-MAIL : admin.pilmuirp@moray-edunet.gov.uk**

Moray Council website: www.moray.gov.uk

The Moray Council

Educational Services Mission and Aims

Our Mission: "Learning to Live, Living to Learn"

Our Aims:

◆ Inspire

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

◆ Include

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

◆ Improve

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

OUR SCHOOL

The school opened in 1981 and is located at the west end of Forres (see map).

It has an 'Open Plan' design and is attractively decorated. The teaching areas are carpeted and working or 'wet' areas have vinyl covering.

In addition to the six teaching areas in the main building there are two Library areas, a computer suite and a General Purpose Hall (also used for dining). A further two rooms are housed in a large comfortable pre-fabricated buildings adjacent to the school.

The school has a purpose built Nursery unit and outdoor area with accommodation for 100 pupils in two sessions, morning and afternoon(Entry to the Nursery is open to all children resident in Forres Academy catchment area who are at least 3 years old in August regardless of the Primary School they will eventually attend).

The school has a Head Teacher, 8 primary teachers and a full time support for learning teacher.

The Head Teacher is responsible for curriculum development, staff development and the implementation of new initiatives and monitoring effectiveness in the school.

There are visiting specialists in English as an Additional Language, Art, Music, Physical Education, Home Economics, Instrumental Tuition, Speech Therapy, Occupational Therapy and Educational Psychology.

The school has strong links with many groups in the community e.g. health visitors, playgroups, library etc. Children visit locations within the community as an integral part of their topic work. Local events e.g. the Flower Show, are supported by the school.

ENROLMENT

Children starting primary school for the first time do so in August and are placed in Primary One. They progress through the school as a year group, moving on to Primary Two in August of the following year. At the end of their seventh year they transfer to Secondary School, normally Forres Academy.

Children are entitled to enrol for P1 if they will be 5 years old before 1 March the following year. Dates for enrolling children, usually a week in January, are posted in the press. Parents should call at the school on one of these dates if possible. They will be issued with notes of information for parents and the child will be duly enrolled.

Visits will be arranged in the month of June. Your child will therefore be familiar with the buildings, toilets, other pupils and some of the social skills demanded in group situations. So the 'Big Day' should not be associated with fears of the unknown.

Parents meetings to meet staff and discuss school procedures will be arranged in the summer term prior to your child starting school.

Any worries you may have about how well your child will settle into school should be discussed beforehand with staff and, to further facilitate smooth and trouble-free entrance into school life, certain information about your child should be made available to school staff.

Primary 1 pupils will start school in August in smaller groups to ease the change from home to school. They will attend for half days for the first two weeks.

Parents enrolling their children at other stages are welcome to visit the school and meet the staff. Pupils start school as soon as possible after enrolment.



SCHOOL AIMS

- 1 To provide the best possible environment for the growth and development necessary for each pupil to achieve his or her potential.
- 2 To create an atmosphere where effective learning and teaching can take place.
- 3 To foster close co-operation between home and school and amongst the staff as a team.
- 4 To develop positive attitudes to learning e.g. perseverance, diligence, concentration, etc. in order to raise attainment.
- 5 To encourage high standards of moral and social behaviour, including citizenship in pupils.
- 6 To encourage pupils to take responsibility for their own learning.



PARTNERSHIP WITH PARENTS

Parents are encouraged to work closely with the school and are kept informed about activities in the school through

- (a) The School Information Booklet.
- (b) Regular newsletters. (Where reply slips are attached, we would be grateful for their prompt return.)
- (c) A notice board in the entrance area which may be used by school and parents to advertise school and community business.
- (d) Open evenings: The school organises a formal appointment evening for parents. In addition a variable number of explanatory evenings on the curriculum, school policies, innovations etc. are held.

Remember – do not wait until an official open night to come and discuss anything which you need clarified or is causing concern, simply arrange to come to school at the time.

Appointments to visit the School or for telephone consultations with staff may be made by contacting the Head Teacher in person or by telephone. Parents are welcome, of course, to visit the Head Teacher at any time without an appointment, but sufficient time may not then be available for a satisfactory discussion.

Parents should feel free to contact class teachers to arrange appointments.

However, in the interests of security staff and pupils should not be approached directly. Parents and other visitors must always report to the school office first.

We consider contact with Parents invaluable to detail school policies, discuss individual pupils, and perhaps clear up any misunderstandings which may have arisen.



The school values the support of parents in all aspects of school life. The following areas are of particular importance.

a) Attendance

Regular attendance is a key to success at school. Parents will be contacted on the first morning of their child's absence if the school has not been notified of a reason. Parents can leave a message on the school message system. You dial 0870 054 9999, you are then asked for the school PIN number 031410. You will then be offer several choices - option 2 is to leave a non-urgent message.

Schools are required to publish attendance rates and rates of authorised and unauthorised absences. The definitions of these are:

Authorised absence includes absence deriving from reasons such as:

- sickness
- bereavement
- Short-term exceptional domestic circumstances
- Religious observance
- Meetings prior to and in court
- Attendance at or in connection with a Children's Hearing or Care Review
- Weddings of immediate family
- Agreed debates, sports, musical or theatrical productions not arranged by or in conjunction with the school
- sanctioned extended absence in relation to children of travelling families

Unauthorised absence includes absence deriving from reasons such as:

- Unexplained absence
- Truancy (unauthorised absence from school for any period as a result of premeditated or spontaneous action on the part of the pupil, parent or both)
- Most family holidays during term time

Section30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian (truancy) or excluded from school).

If a prolonged absence is anticipated parents are invited to contact the teacher for homework.



b) School uniform

Children are expected to wear school uniform.

Sweatshirts in the school colours (navy blue,) bearing the school logo, together with white polo shirts, are encouraged for everyday schoolwear. School fleeces are also available.

We encourage pupils to wear school T-shirts and navy shorts for PE.

The range of sweatshirts, polo shirts etc are available at the school.

All items of clothing must be marked with your child's name, initials or identifying mark.

During winter months, pupils should bring a pair of indoor shoes into which they can change if the weather is inclement.

You can apply for a clothing grant for your child if you are receiving the following benefits:-

- ◆ Income Support
- ◆ Income based Jobseeker Allowance
- ◆ Child Tax Credit, but not Working Tax Credit, and your annual income is less than £15,575 (as assessed by the Inland Revenue)

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a clothing grant for yourself.

You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

Application forms are available from the school, or from the Payments Section of the Council's Finance and ICT Services (Tel. 01343 563144)

c) Homework

It is our policy to issue homework from Monday to Thursday. 4 different pieces of work – Spelling, Maths, Reading and Language – will be given over the week. We encourage you to ensure homework is done and to make any comment in the homework diary.

d) Promoting Positive Behaviour

The school uses a variety of strategies including stickers and certificate to encourage high standards of behaviour. Parents are informed and their support sought at an early stage if a child's behaviour is causing concern.

A copy of the policy is available in school.

Children are expected to follow the school rules. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishment. Sanctions include:

- ◆ Verbal warnings
- ◆ Punishment exercises
- ◆ Reported to the Head teacher
- ◆ Withdrawal of privileges
- ◆ Parents/carers asked to discuss behaviour and agree future conditions
- ◆ Exclusion from school

Incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Educational Services, and the Police may also be involved.

e) **Emergency Contacts**

Please provide the school with the address and telephone number of a neighbour, relative or friend, living in Forres, who could take charge of your children should they have to be sent home due to illness etc. when neither parent is available. Please update this information as necessary. The procedure we adopt in such emergencies is as follows:

- (1) Try to contact either parent at home.
- (2) Try to contact the emergency address.
- (3) Try to contact parent at work where this is appropriate.

If we are unable to make contact with anyone in 1) 2) or 3) above we will take whatever steps we consider to be in the best interests of your child until contact can be made.

f) **Change of Address**

Please notify the school if you change your name, address or telephone number.

g) **Adverse weather conditions**

In the event of the Head teacher or the Authority deciding to close the school because of severe weather every effort will be made to contact parents to advise them of the arrangements.

No child will be dismissed without either the parent or emergency contact collecting the child from nursery or school. It is vitally important that emergency contact information is kept up to date.

School procedures for adverse weather are as follows:

The Headteacher or in her absence the teacher deputising for her may decide to send pupils who require school transport home and parents will be informed of this.

The decision may be made to send all pupils home. Parents or emergency contacts will be contacted and asked to collect pupils.

If the school is to close for the next day(s) parents should listen to local television/radio for information or telephone the following number **0870 054 9999** then enter the school PIN number **031410** and choose option 1.

h) **Pupil Transport to School**

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

Application forms for free transport (form PTU 100) are held in schools and issued to parents on request. Parents should return application forms to the school, where they are completed by the Headteacher and then forwarded to the Public Transport Unit.

The Public Transport Unit will examine all applications and decide on whether or not transport will be provided and will notify parents accordingly.

Pupils should be reminded periodically of one of the conditions of issue of a season ticket is that tickets must be carried by pupils whenever they use the public transport service.

These tickets may be inspected by any authorised official and confiscated if there is any evidence of misuse. Failure to show a ticket when requested may result in the holder being required to pay the ordinary fare.

Transport operators make a charge when issuing a duplicate season ticket. The pupil or parent will be responsible for payment of this charge.

Privilege Transport

Certain contract vehicles may have spare capacity and there is no obligation on the Council to use such spare capacity by providing transport on a privilege basis to children who do not qualify for entitled transport. Parents should contact the Headteacher to apply for privilege transport. If a seat is required for an entitled passenger, a privilege transport facility may be required to be withdrawn.



CURRICULUM

In order to support the development of the curriculum the school receives a yearly per capita allowance to buy books, materials and equipment.

This is supplemented by P.T.A. fund-raising events, school fund-raising and money received from discounts when purchasing sweatshirts and photographs.

The school follows the National 5-14 guidelines which use attainment outcomes and targets at 5 levels and set out what pupils should be expected to learn during P1 – P7 and S1 – S2.

Advice is available for English Language, Mathematics, Environmental Studies, Expressive Arts and Religious and Moral Education. Each aspect has a weighting to ensure balance and breadth across the curriculum.

Area	Components
English Language	Reading, Writing, Talking, Listening
Mathematics	Number, Money, Measure: Information Handling: Shape, Position and Movement
Environmental Studies	Science: Social Subjects: Technology: Health Education Information Technology
Expressive Arts	Drama, Music, P.E., Art and Design
Religious/Moral Ed.	Christianity, Other World Religions, Personal Search.

All classes benefit from the input of the Support for Learning Teacher. He/she may work with individuals or groups in a variety of curricular areas in order to support and meet the needs of the pupils. Support for Learning Teachers may administer standardised tests to highlight individual strengths and weaknesses and thereby assist in planning of programmes of work. Children with special educational needs are integrated within the school.

MORE DETAILED INFORMATION ON ALL CURRICULUM
MATTERS IS AVAILABLE AT THE SCHOOL. PLEASE
CALL IF YOU HAVE ANY QUESTIONS.

Continuous assessment, is used to monitor the achievement of pupils. Standardised and diagnostic testing can be used on an individual basis if pupils are experiencing difficulties or not progressing as expected.

In addition, National Tests will be administered. Pupils will be tested in Reading, Writing and Mathematics when the teacher's own assessment indicates that the pupil has largely achieved attainment targets at one level within 5-14 and is ready to move on to the next.

Formal parents' evenings where pupils' progress, attitude and behaviour are discussed in depth are supplemented by additional informal meetings at the request of the Head Teacher, Teacher or Parent. A regular review is usually agreed if progress is less than would be expected.

HEALTH CARE AND SAFETY

In addition to vigilance by the teaching staff, regular visits and inspections are made by the School Doctor, Dentist, Health Visitor and Audiometrician. General Health, eyesight, hearing, speech and teeth are checked and parents are entitled to attend such medical examinations if they so desire.

Visits by the police and safety officers are also integrated with our Health and Safety programme.

Please ensure that we are made aware of any health problems, allergies etc. peculiar to your child.

Transporting children on trips and outings will usually be by means of a coach or minibuses. Safety regulations are strictly adhered to. Occasionally cars are used to transport pupils. They will be used in accordance with insurance policies and your wishes. You will always be informed of any plans to take children out of school and you are at liberty to decide whether or not they go. It is necessary for you to give written permission for all out of school activities.

Children are supervised at breaks by at least one adult. The school rules set out simple procedures for general safety.

Fire drills are practised regularly so that all children are familiar with the planned procedures.

Children under eight years of age who live more than two miles from school by the shortest route, and children over eight years who live more than three miles from school by the shortest route are entitled to free transport to and from school.

On rare occasions pupils may have to be sent home with little advance warning. Please ensure that your child has been given exact instructions about arrangements you have made (see emergency contact). Should it be necessary to send bus pupils home, parents (or emergency contact) will be contacted by telephone. All parents, especially of young infants, are asked to use their own discretion about sending pupils to school in stormy conditions.

Medicines in School

Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of pupils. Generally however in Moray schools, there will be staff who, with appropriate training, will be able to administer essential medication.

Depending on their maturity, it may be appropriate for older children to carry their own medication and be responsible for its use. It is essential, nevertheless, that parents ensure the school is informed of this.

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

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

Anti Bullying

General School Philosophy and Ethos

The school aims to provide the best possible environment for the growth and development necessary for each pupil to fulfil his/her own potential. This entails a caring, supportive, yet demanding atmosphere together with close so-operation between home and school and amongst the staff as a team.

We also aim to encourage high standards of moral and social behaviour in pupils. Certain moral attributes, e.g. honesty, truthfulness, responsibility, self-discipline and mannerliness are extolled throughout the curriculum and in the day to day running of the school.

Children are encouraged to value and respect each other and great emphasis is placed upon fostering a caring attitude towards their own, and each other's and school property.

We value Good Citizenship highly and regular awards are made to pupils acknowledging high standards in this area.

The ability to make balanced judgements on moral and social issues is also fostered..

Working closely with parents is essential. Early parental involvement, both of the victim and the perpetrator is to be sought (see Promoting Positive Behaviour)

Advice to Pupils

If possible, ignore or laugh at bullying

Shout NO

Walk away

Don't fight back

Unless it's not worth bothering about,

DO TELL - parents
- playground supervisor
- teacher
- head teacher

If you see someone being bullied don't ignore it. Try to stop it or get help from an adult.

At the beginning of a new session each teacher discussed the above as part of general behaviour policy.

Older classes have the opportunity to discuss issues such as bullying, peer pressure etc, through their health education programme

Parents Information Leaflet

A series of leaflets has been produced by Educational Services for parents. These leaflets are available from the school or the Moray Council Internet site (www.moray.gov.uk)

Leaflets include

- Bullying
- Central Support Services for Children with Special Needs
- Exclusions
- Provision for Pupils with Special Educational Needs
- Educational Psychology Service
- Record of Needs
- Pupil Transport
- Structure of Primary Classes

Religious Observance

Religious observance takes place weekly.

The aims are:

- To explore, celebrate, give expression to and learn from the triumphs of the human spirit
- To explore the areas of self-knowledge, self-image and self-worth and to develop ways of coping with self-doubt or inner conflict.
- To celebrate the presence of family, friends and others who support us
- To reinforce the sense of community and personal inter-dependence within the school community and to emphasise the contribution that the individual can make within the school and within local and wider contexts.
- To explore worthwhile ideals and values as expressed in different religious and non religious outlooks.
- To celebrate moments of personal significance as well as moments of significance within the school year.

Religious observance is delivered by the Head teacher, class teacher or school chaplain. There are opportunities to share stories, poems and music based on a particular theme within the stated aims.

Pupils sing hymns and listen to a prayer.

Parents have the right to withdraw their child and can exercise this right by informing the Head teacher either in writing or in person.

Additional Support Needs

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

Procedures such as talking to Head Teacher or Guidance Staff (in Secondary schools) can help sort out the great majority of situations. To further help with this, you can contact Mrs Elder, who is the additional support needs co-ordinator in the school.

The Additional Support for Learning(ASfL) Act 2004

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

The legal definition is:

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

Additional support is therefore a different and much broader concept than the former one of "special educational needs" which it replaces. It does not define a small section of children as in some way being different or special. The concept takes full account of the social and educational context in which children grow and develop and applies to needs that are short term (e.g. a few weeks) as well as those that are more enduring. It is likely therefore that the majority of children and young people will need additional support at some point in their educational career,

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

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

A number of leaflets are available either in school or on the Internet
http://www.moray.gov.uk/moray_standard/page42567.html

For further information and advice you can contact the Additional Support for Learning co-ordinator Alan Dunsire, Quality Improvement Officer (ASN), The Moray Council, High Street, Elgin, IV30 1BX Telephone 01343 563174, email alan.dunsire@moray.gov.uk

SCHOOL ROUTINES

INFANTS P1 – P3

09.00am – 12.15pm.
(Interval 10.30 – 10.45am)
1.15pm – 2.45pm

SENIORS P4 – P7

09.00am – 12.15pm
(Interval as above)
1.15pm – 3.15 pm.

Children are expected to remain in the main playground or playing field where they are supervised by at least one adult.

Children come into school for lunchtime activities, medical attention, to go to the toilet, etc.

Wet lunchtimes are catered for by supervision in class areas. If your child goes home for lunch it is advisable to keep him/her there until as near 1.15pm as possible.

Healthy snacks, orange juice and home baking are on sale to pupils from the kitchen at morning break each day.

The cost of school meals is given on the enclosed information sheet.

Tickets are sold by the cook before 09.00am each day.

The meals provided are of high standard and prepared on the premises. There is a choice of menu.

You can claim free school meals for your child if you are receiving the following benefits:

- ◆ Income Support
- ◆ Income based Jobseeker Allowance
- ◆ Child Tax Credit, but not Working Tax Credit, and your annual income is less than £14,495 (as assessed by the Inland Revenue)

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a clothing grant for yourself.

You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

Application forms are available from the school.

Pupils may bring packed lunches and these are eaten in the dining room at the same time as school meals are being served. Please don't use glass containers for juice etc. and pack lunches in easily carried containers.

We also ask that school text books and materials be carried in a separate bag to prevent damage by spillages of food or drink.

The dining hall is supervised by our lunchtime Auxiliaries.

School Meal Tickets are occasionally lost. Please ensure your child's name is written on each one or recovery is unlikely.

After school clubs (hockey, running, gardening, dancing etc.) are an important part of school life. However it should be remembered, the extent and duration of some of these forms of extra-curricular activities depend on the expertise and experience of the staff and their willingness to give their time outside school hours.

The school enjoys the support of Friends of Pilmuir. This organisation replaces the School Board and has amalgamated with the P.T.A. Meetings are open to all parents and discuss the running of the school, consultation with parents and social and fundraising events. The aims of Friends of Pilmuir are:

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

Books may be borrowed from school but please note 'books borrowed from school or college libraries may not be copied by outside bodies eg commercial copy shops without written permission of the publishers. In conjunction with rights owners CLA is taking legal action against copy shops that are found to be illegally copying from books for students.



Race Equality

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

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

Should you require copies please contact:

Alan Dunsire, Quality Improvement Officer (ASN)

The Moray Council, Council Offices, High Street, Elgin IV30 1BX

Telephone 01343 563404, e-mail alan.dunsire@moray.gov.uk

Racist Incidents

Updated 1/15/2009

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

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

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

DISABILITY DISCRIMINATION

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

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

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

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

Full Moray guidance on disability access strategies are contained within The Moray Inclusion File - "Accessibility for All". Copies of this file are available to view in school, or on the Internet www.moray.gov.uk/moraystandard/page43019.html

Should you require copies please contact:

Alan Dunsire, Quality Improvement Officer (ASN)

The Moray Council, Council Offices, High Street, Elgin IV30 1BX

Telephone 01343 563404, e-mail alan.dunsire@moray.gov.uk

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

Accessibility

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

Dear Parent

SCHOOLS PUPILS INSURANCE

I have been requested by the Director of Educational Services to inform you of the insurance position of your child whilst a pupil with Moray Educational Services.

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

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

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate.

I am also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred however remote this possibility.

Yours faithfully

Head Teacher.

PHYSICAL INTERVENTION

All schools in Moray are aware that there is an infrequent need for teachers to physically interact with pupils. In this respect they are advised by the Moray Council document "Physical Intervention Guidelines".

This document describes Physical Intervention at three levels:

1. Routine level e.g. a teacher may hold a child's hand to demonstrate the use of a pencil, or the teacher of a young child may put an arm around his/her shoulder if a fall has caused upset.
2. Crisis Intervention: May be used if it is feared that a child is doing something that will hurt him or herself, or another child. Such interventions will be recorded in the school, and parents will be informed.
3. Planned Intervention: This might occur when it is anticipated that a child may put him/herself or others in danger. This could be because of a previous known incident caused by an emotional or physical difficulty experienced by the child. The plan, which guides such intervention, will be agreed in advance by parents in all cases.

A copy of the full document is available in the school.

CHILD PROTECTION

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

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

- ◆ Emotional abuse, physical abuse, sexual abuse, non-organic failure to thrive and neglect

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

SETTING TARGETS - RAISING STANDARDS IN SCHOOLS

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

National Priority 1 - Achievement and Attainment:

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

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

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

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

Data Protection Act

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

Freedom of Information (Scotland) Act 2002

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

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

Transferring Educational Data About Pupils

Transferring Educational Data About Pupils

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

What pupil data will be collected and transferred?

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

Why do we need your data?

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

- Plan and deliver better policies for the benefit of all pupils
- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors that influence pupil attainment and achievement
- Target resources better

Your Data protection rights

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

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

Further information

Further information about ScotXed data exchanges are available on the ScotXed website www.scotxed.net The website also contains answers to commonly asked questions about ScotXed. If you have any concerns about the ScotXed data collections you can email the Senior Statistician at peter.whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. The ScotXed contact for Moray is Fiona McKay - telephone 01343 563113, e-mail fiona.mackay@moray.gov.uk

Pilmuir Primary & Nursery School

Staff List

Head Teacher:	Mrs Kate Elder
Principal Teacher:	Miss Patricia Keil
Principal Teacher:	Mrs Ray Hazelton
Class Teacher:	Mrs Hilary Falconer
Class Teacher:	Miss Margaret Edwards
Class Teacher:	Miss Caroline Hambly
Class Teacher:	Miss Lynn Masson
Class Teacher:	Mrs Patricia Vass
Class Teacher:	Mrs Susan Dean
Class Teacher:	Mrs Mary Ramsay
Class Teacher:	Mrs Sheila Mackenzie
Classroom Assistant:	Mrs Elma Michie, Mrs Kelly Kinlin, Mrs Michelle Fyfe, Mrs Jill Nicol, Mrs Fiona Brown
Nursery Nurses:	Mrs Sandra McGarry, Mrs Isabelle Meldrum
Auxiliaries:	Ms Fiona Grant, Mrs Julie Campbell,
Children's Supervisor:	Mrs Margaret Shand
Lunchtime Auxiliary:	Mrs Carol Harper
Primary School Administrator:	Mrs Phyllis Bradley
Kitchen Staff:	Mrs Meg McIvor (cook) Mrs Catriona McKenzie Mrs Amanda Stewart
School Crossing Person:	Mrs Ann Strachan
School Cleaners:	Mrs Hazel Kerr, Mrs Irene Patterson
Visiting Specialists:	Art - Ms Jackie Stewart, Music - Mrs Alison Cook P.E. - Mrs Selina Philp Smith H. E. - Mrs Kay Cameron SfL - Ms Cath Casburn

School Term and Holiday Dates - Session 2008/2009

Autumn Term	Starts	Tuesday 19 August 2008
	Ends	Friday 10 October 2008
Winter Term	Starts	Monday 27 October 2008
		In-service closure Monday 17 November 2008
		In-service closure Tuesday 18 November 2008
	Ends	Friday 19 December 2008
Spring Term	Starts	Monday 5 January 2009
		Mid term Thursday 12 February 2009
		Mid term Friday 13 February 2009
		Mid term Monday 16 February 2009
	Ends	Friday 27 March 2009
Summer Term	Starts	Monday 13 April 2009
		May Day Monday 4 May 2009
		In-service closure Thursday 21 May 2009
		In-service closure Friday 22 May 2009
	Ends	Thursday 2 July 2009
Autumn Term	Starts	Tuesday 18 August 2009
	Ends	Friday 9 October 2009
Winter Term	Starts	Monday 26 October 2009
		In-service closure Monday 16 November 2009
		In-service closure Tuesday 17 November 2009
	Ends	Tuesday 22 December 2009
Spring Term	Starts	Thursday 7 January 2010
		Mid-term Thursday 11 February 2010
		Mid-term Friday 12 February 2010
		Mid-term Monday 15 February 2010
	Ends	Friday 26 March 2010
Summer Term	Starts	Monday 12 April 2010
		May Day - Monday 3 May 2010
		In-service closure Thursday 20 May 2010
		In-service closure Friday 21 May 2010
	Ends	Friday 2 July 2010

Attendance Data and Targets for Pilmuir School

Attendance & Absence For School Year 2007/08

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-P7
Total Number of Possible Attendances (Pupil Half Days)	9,152	6,884	12,122	9,028	11,898	11,288	11,848	72,220
Percentage Authorised Absences	7.2	3.8	3.9	4.4	3.7	3.5	5.4	4.5
Percentage Unauthorised Absences	1.5	0.8	1.4	1.3	1.4	2.4	2.3	1.6

Minimising Overall Absence

		Absence recorded (2006/2007)	Absence recorded (2007/2008)
		Average number of half days absence per pupil	Average number of half days absence per pupil
Absence	School	19.2	23.7
	Education Authority	16.7	17.4
	National	18.0	18.6

Budgeted School Running Costs for Pilmuir School 2008/2009

Budgeting Running Costs For Financial Year 2008-09

School Data

School Roll at September 2007	192
Total School Running Costs at April 2008 (£)	544,899
Cost per Pupil (£)	2,838

Education Authority Data

School Roll at September 2007	7,038
Total School Running Costs at April 2008 (£)	20,898,022
Cost per Pupil (£)	2,969

National Data

School Roll at September 2007	372,265
Total School Running Costs at April 2008 (£)	1,352,956,701
Cost per Pupil (£)	3,634

5-14 Attainment Levels and Targets for Pilmuir School

5-14 Attainment

		Previous level of performance (June 2007) % P3, P4, P6 & P7 roll attaining or exceeding minimum 5-14 levels for their stage	Present level of performance (June 2008) % P3, P4, P6 & P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	School	87.2%	90.4%
	Moray	84.0%	83.6%
Writing	School	72.6%	79.8%
	Moray	77.7%	78.0%
Mathematics	School	87.2%	87.7
	Moray	84.7%	85.3%