

St Gerardine Primary School Handbook

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At the time of publication the information contained within this Handbook is correct but it may be subject to change during the current session or in subsequent years. This Handbook has been drawn up by the Head Teacher of St Gerardine School and follows guidelines set out by Moray Council and The Scottish Government.

Welcome to St Gerardine Primary School

Welcome to our wonderful school!

At St Gerardine's we strive to 'Light the Paths of Learning'. We aim to provide an education where everyone Learns, is Included, develops as a Global citizen, whilst being Healthy and working Together with all our partners. In short our vision for education in LIGHT.

Our values: Responsible, Respectful, Resilient and Kindness, underpin how the whole school work together as a team in a nurturing community. Our focus on clear values helps us to be the best we can possibly be.

In our school, the staff work incredibly hard to create an environment where children are at the centre of everything that we do. With dedication in the classrooms, a range of wider curriculum opportunities, nurturing approaches and a fantastic outdoor space to explore, our children are able to thrive. They become responsible and resilient individuals, who recognise the values of respect and kindness in all that they do.

If you would like to arrange a visit to see the school day in action, please do not hesitate to contact the school office. I look forward to showing you all that we have to offer here at St Gerardine.

Kindest Regards

Mrs Claire Johnson

Head Teacher



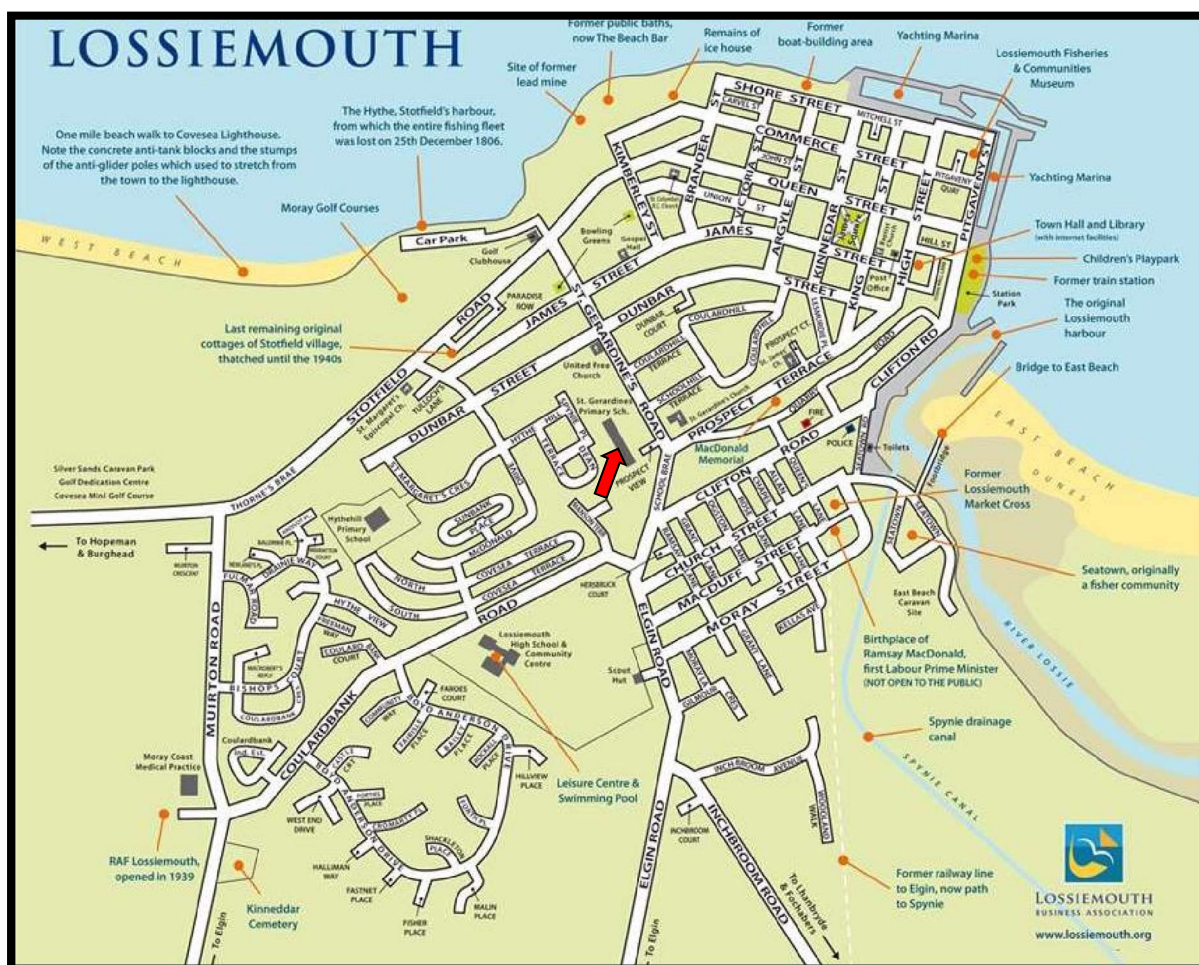
How to find us

The school website: www.st-gerardine.moray.sch.uk has links to The Moray Council webpages and includes an A-Z of useful information.

Parents/carers/Carers can access useful information on Moray Council's website pages:

Learning & Education: http://www.moray.gov.uk/moray_section/section_2027.html

Schools: http://www.moray.gov.uk/moray_section/section_127247.html



Information for Parents and Carers

St Gerardine School occupies a prominent position at the top of the hill in Lossiemouth. We are a non-denominational school and provide education to children from Primary 1 to Primary 7 (ages 4-12). Currently the school roll stands at 294 pupils.



Pupils come to St Gerardine from St Gerardine and other Lossiemouth nurseries as well as from nurseries further afield within Moray. At the end of P7, most pupils move from St Gerardine to Lossiemouth High School.



The school building has been extensively refurbished recently and all of our classrooms are light and very spacious. Our two P1 classes share an open plan area, each with their own space, a shared art/craft area and an outdoor quadrangle.

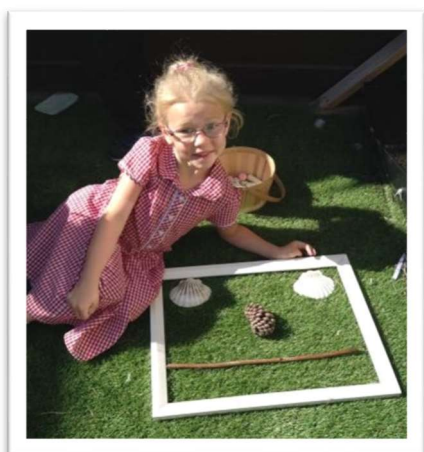
Our two P2 classes are located in the two new modular classrooms at the front of the school, whilst our P3-7 classes are individual classrooms along the long corridor. All of our classrooms benefit from Smartboards and internet access. We also have several laptop trolleys which pupils can use to support learning in class.



We have a large hall which doubles up as our dining area, a bright and welcoming library/ICT suite and a nurture/cooking room.



Outside there is a large tarmac playground, a climbing frame, painted designs and basketball nets. There is also a large playing field where children can play football, other sports/games and use the wooden play apparatus. We have a large Multi-Use Games Area (MUGA) outside which has markings for football, tennis and basketball and have constructed a large sandpit for the children to enjoy at lunch times. At the other side of the school is a wildlife area which is being developed by the school Eco Committee and has an author's chair and outdoor class area, sensory path, musical instruments and learning sheds. The surrounding area also offers a wealth of learning opportunities for our children: the local quarry for investigations, the local woods for shelter building and the local beaches for transient art work and coastal exploration.



More information about our school can be found on the school's website at;

www.st-gerardine.moray.gov.uk

Parents/carers/Carers can find a copy of the school's annual **Standards and Quality Report** which gives information about the school's which outlines our achievements over the last session and the **School Improvement Plan priorities for this session.**



School Calendar & School Day

School day P1-P7

Day starts at **8.55am**

Lunch from **12.20 - 1.10pm**

School closes at **3.00pm**

School Calendar 2023-2024

Autumn

In-Service Closure: Monday 14 August 2023
 Term starts: Tuesday 15 August 2023
 Term ends: Friday 6 October 2023
 Autumn holiday: Monday 9 October 2023 - Friday 20 October 2023

Winter

Term starts: Monday 23 October 2023
 In-Service Closure: Monday 13 Nov 2023
 In-Service Closure: Tuesday 14 Nov 2023
 Term ends: Friday 22 December 2023
 Christmas holidays: Monday 25 December 2023 - Friday 5 January 2024

Spring

Term starts: Monday 8 January 2024
 Mid-term holiday: Friday 9 & Monday 12 February 2024
 Term ends: Thursday 28 March 2024
 Spring holiday: Friday 29 March 2024 (Good Friday) - Friday 12 April 2024

Summer

Term starts - Monday 15 April 2024
 May Day Holiday: Monday 6 May 2024
 In-Service Closure: Thursday 16 May 2024
 In-Service Closure: Friday 17 May 2024
 Term ends: Friday 28 June 2024

Plus one occasional day holiday:

- Lossiemouth High School ASG - Thursday 8 February 2024

School Calendar 2024-2025

Autumn

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

Winter

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

Spring

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

Summer

Term starts: Monday 14 April 2025
 Good Friday holiday: Friday 18 April 2025
 May Day holiday: Monday 5 May 2025
 Term ends: Friday 27 June 2025

Plus 1 occasional day holiday to be agreed by 31 March 2024

Staffing

Head Teacher -	Claire Johnson	
Depute Teachers -	Liz Wood	
	Emma Cliff	
	Laura McGurk	
	Jen Noel	
Class Teachers -	Jude MacKay (P1s)	
	Fiona Miller (P1g)	
	Evelyn Innes (P2)	
	Jen Noel/Kirsty Gallagher (P2/3)	
	Alex Mackenzie-Copp (P3)	
	Mairi Rutherford (P4)	
	Gary Pullen (P4/5)	
	Andrew Orme (P5)	
	Adam Taylor (P5/6)	
	Laura McGurk/Lisa Jackson (P6)	
	Eilidh McLeod (P7s)	
	Laura Ince (P7g)	
SFL Teachers -	Miriam Timson	
	Anthea Innes	
Administrator -	Lorna Smith	
Janitor -	Brian Dick	
Support Staff -	Katie Bromham	
	Nicole Brownlee	
	Sarah Cruickshank	
	Valerie Dickson	
	Tracy Hands	
	Carol Hitchcocks	
	Jasmine Jamieson	
	Gisela Joss-Allen	
	Alison Kellas	
	Susan McLeod	
	Heather Mitchell	
	Steph Phillips	
	Lynn Stewart	
Specialist Teachers -	Music - Laura Norman	
	Art - Dawn Ure	
	French - Maggie Furnivall	
Home School Link Worker -	Derri Chamberlain	
Music Tuition -	Joanne Theron	
	Douglas Caldwell	
	Fiona Caldwell	
	James Gray	
DSO Catering Cook -	Elaine Wilson	Charlene Campbell
	Elaine Grant	Samantha Ross
	Yaowaluk Briggs	Natalie Howie
DSO Cleaning-	Mandy Lowe	Marjorie Ross
	Sandi Dickins	Margaret Scott

Ethos

An ethos of openness and welcoming of the community into our school is encouraged. Parents and carers can come into the school at any time if they have a concern and can discuss this with the head teacher, depute or class teacher. If the member of staff is not available at the time, it may be necessary to make an appointment.

St Gerardine is a Solution Oriented School which means that we are committed to working out solutions rather than focusing on problems. We also use Restorative Approaches to resolve issues and repair hurt/harm.

All our staff are trained in Emotion Coaching and The Zones of Regulation and they are available at any time for children to speak to about any worries or issues they may have.



Partnerships with members of our school community are important at St Gerardine and the school works closely with a wide variety of individuals and groups to enhance the life and education of our children. In September every year we host an open afternoon for Parents/carers/Carers where all of our partner providers are invited to set up a stall to show parents/carers how they support our children and the kind of things they come in to school to do.



The following are some of those who have attended recently:

- | | | |
|---------------------|------------------------|-----------------------|
| ☑ The Police | ☑ MOD/RAF | ☑ Our Local Librarian |
| ☑ Parent Council | ☑ Active Schools | ☑ Action for Children |
| ☑ Children 1st | ☑ Fire Service | ☑ Quarriers |
| ☑ Moray Women's Aid | ☑ Dieticians | ☑ School Nurse |
| ☑ Child Smile | ☑ Occupational Therapy | |

Visions, Values and Aims

Our Values:

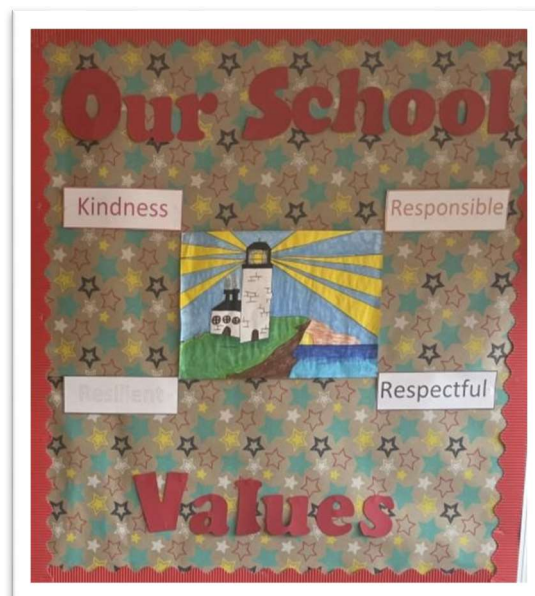
St Gerardine School values are:

Kindness to always try to show kindness to each other and everyone within and outside of the school community.

Respectful to each other and everyone within and out with the school community.

Responsible for making good choices and decisions and develop knowledge of the world and Scotland's place in it.

Resilient to not give up, to keep trying, to be able to adapt.



Our Vision:

Lighting the Paths of Learning (LIGHT)

Learn- Through a fun, purposeful and challenging curriculum, we foster equity in order to encourage every child to develop their potential, equipping them with the skills required for lifelong learning.

Include- By ensuring the learning is equitable rather than equal we will sure all the children feel valued and included in our school community. They will be effective members of our school community and are all given every opportunity to become successful learners.

Global Citizenship- We wish to instil in our children an awareness of the interconnectedness among people, societies and environments around the globe. When students develop a sense of global citizenship, they learn to respect universal values such as peace, sustainability and upholding the human rights and dignity of all people.

Health- We will create a nurturing and secure environment where children feel safe and will support their emotional, social and mental health especially in a post pandemic world, whilst also promoting and providing opportunities to maintain their physical wellbeing and teach them how to live a fit and healthy lifestyle.

Together- All members of our school actively work together to develop a positive and engaging partnership with the wider community, promoting high standards and successful learning

Our Aims:

At St Gerardine School, we aim to help every learner develop the knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities:

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



Promoting positive behaviour

At St Gerardine we aim to provide an environment that enables children to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. We want all children to become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, children at St Gerardine will be encouraged to build respectful relationships, make responsible choices, develop resilience and demonstrate kindness to themselves and others in readiness for them taking their place in society. At the heart of productive, high quality teaching and learning opportunities is exemplary behaviour. Our Positive Relationships Policy echoes our core values and guides staff and children to teach respectful behaviour, manage dysregulated behaviour and provide interventions that support both staff and children to develop positive social, emotional, and learning behaviours.

*"Classroom management is not about having the right rules, it's about having the right relationships."
(Danny Steele, 2016)*

We value learning. The uniqueness and diversity within our staff, student, parent body and community are valued and celebrated. Everyone is a learner, and everyone is deemed to have an 'elastic' capacity to learn. We make provision for developing the emotional learning of all our children. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. We enable children to demonstrate their achievements through our core values of:

o **Respectful** o **Responsible** o **Resilient** o **Kindness**

Rewards

St Gerardine recognise the positive aspects of behaviour through a token and postcard system. Children are awarded tokens by all school staff when they are demonstrating the school values. Tokens are posted in the whole school collecting system located in the main reception area. Once a collection tube is full we celebrate with a whole school award recognising the collective effort of all in upholding our school values.





St Gerardine Superstar postcards are used for recognising those that show positive behaviour and demonstrate the school values and these are given out each week in assembly. Children that receive a postcard are invited to, 'Hot Chocolate with the Head,' where we hear more about how they have succeeded in embracing the school values and going the extra mile.



Recognition Boards are also used in each class, this consistent approach aims to shift classroom culture by focusing on positive behaviour we want to promote, without preventing staff from dealing with poor behaviour. It is a collaborative strategy that does not shower praise on one child, but focuses on moving as one team towards one learning behaviour to foster positive interdependence in the classroom. A target is put up frequently. This is either linked to behaviour or to learning. The aim is for all the children in the class to get their names up by the end of the period.

Consequences

Within our positive approaches we recognise that there may be times when a child might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Warnings are never carried over to the next day, every day is a fresh start. Children who have received no warnings each week are entered into the class raffle each week. Children who have received no warnings for an entire term are entered into the whole school raffle at the end of term assembly. Whole class positive behaviours are recognised individual teacher rewards which may be incentives such as Class Dojo points, marbles in a jar etc.

Steps		Actions
1	Reminder	Children are reminded of the 4 values- respectful, responsible, resilient and kindness privately wherever possible. Reminders may be repeated if reasonable adjustments are necessary.
2	Warning	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, think carefully about your next step.
3	Last Chance	<p>Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. The use of a 30 second script can support this:</p> <p>I noticed that you are ... (having trouble getting started/ struggling to get going/wandering around the classroom etc.) It was the rule about ...that has been broken (responsible, respectful, resilient, kindness) You have chosen to stay behind for two minutes after class. Do you remember last week when you ... That is who I need to see today... Thank you for listening</p> <p>Two minutes is owed if children reach this step it is not negotiable and cannot be removed, reduced or substituted.</p>
4	Time out	A short time outside the room (for children in P4-7) either a walk around with an adult or time in The Den or (for children in P1-P3) in the quiet space in the room. At playtime this would be in the restorative/yellow zone on the playground This gives a child a few minutes to calm down, breathe and look at the situation from a different perspective and compose themselves.
5	Repair	Restorative meeting- either a quick chat at break time or a more formal restorative meeting dependant on the situation recorded on a child's Pastoral Notes.

Exclusion

All staff at St Gerardine believe that children should remain in full time education and exclusion, whether fixed term or permanent, will only be used as a last resort. Exclusion will only be used when it is felt that the school can no longer provide a safe environment for either the child or others and will follow the Moray Council guidance.

Bullying

The school has the following written statement on bullying which forms part of our Promoting Positive Behaviour Policy:

We believe that children learn best when they feel happy and secure and that they have the right to feel safe and secure both in school and on their way to and from school. Bullying can be defined as the unjustified, prolonged display of aggressive physical, verbal, emotional/psychological, prejudice-based or cyber behaviour on the part of one individual or group toward another. Much harmless childhood play may appear aggressive in its nature and this is quite normal. However, aggression becomes unacceptable when it is used to torment, to inflict pain or to humiliate others. Bullying is not an argument or disagreement between people, or the breaking up of friends, although this may be the cause of bullying later. The problem of bullying can only be addressed if the school knows it is happening, **so we need to know**. Parents/carers who are concerned about any incident should get in touch with the school immediately.



Procedures

- Victims of bullying, onlookers or parents/carers should report incidents to a member of staff. This can be done in complete confidence and everyone will receive a sympathetic hearing.
- All reports of bullying will be investigated.

In many cases the problem is resolved at this stage if the incident is found to be a more general behaviour problem.

However if bullying is happening the following procedures apply:

- The Head Teacher will be informed of all incidents of bullying and will become involved as necessary.
- Incidents of bullying will be recorded on SEEMiS and in the school's bullying file.
- Parents/carers of victims will be informed of the investigation and the outcome.
- Parents/carers of bullies will be informed of incidents and will be given an opportunity to discuss their child's behaviour and any sanctions imposed.

We do not have many incidents of bullying in our school, but even one is one too many. We expect the co-operation of all parents/carers and children in our efforts to stamp out any bullying in our school.

Restorative Approaches

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed/hurt to convey the impact of the harm/hurt to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

When there is conflict or there are problems in school between children or between children and adults, a restorative approach has been shown to be more effective than simply giving a punishment. Research shows that restorative approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors.



Children who have shown inappropriate behaviour or who have fallen out with someone will be encouraged to take responsibility for their actions and to think how they can improve their behaviour in the future.

This allows the school to:

- help children who have been upset by ensuring the wrongdoer has the opportunity to put right the upset they have caused
- help children showing inappropriate behaviour to reflect, make amends and take responsibility for the way they have behaved

Often a restorative meeting will take place. At the meeting, the person leading the meeting will encourage a restorative conversation between those involved.

At St Gerardine, all staff have been trained in restorative approaches and are encouraged to use this approach to resolve conflict and sort out problems which may arise. The school has a Restorative Approaches Leaflet which parents/carers can request from the school office.



Primary 7 children have also been trained in Restorative Approaches and help to resolve issues in the playground at break and lunch times.

School Activities & community involvement

Children have very good opportunities to achieve and demonstrate their skills and talents across a wide range of different activities.

All the children are involved in supporting St Gerardine to be an eco-school and we have achieved five Green Flag Awards from Eco-Schools Scotland. The Eco Committee continues to drive forward the eco messages to all our children within our Eco Code and children monitor both energy and water conservation within the school. Recycling and Rag Bag collections are well established with children from taking responsibility for these areas. Children have been involved in a safer crossings campaign with the Police. They have also taken part in climate change projects and tree planting for the Green Canopy.



The school holds a Science, Technology, Engineering and Maths (STEM) week during which all classes have an exciting variety of experiments and activities to take part in. Many children report this as the highlight of their year and particularly enjoy the K'nex challenges and science experiments.

Children also take part in a number of health promoting activities during our well established Health Week. In recent years, these have included fencing, surfing, street football, dance, taekwondo, smoothie making, cooking, drug and internet safety talks, rugby, golf, first aid and hand massage.

Our school choir participates at the Moray Music Festival and children take part in the local Inter School Book Quiz.

In sport, children represent the school at a variety of sporting events within Moray: orienteering, netball, football, cross country, tennis, Kwik cricket and athletics. St Gerardine has several very successful football teams for children from P2 to P7 and hosts an annual football tournament for local teams.

Our annual School Sports is an event enjoyed by both parents/carers and children. In the morning the children take part in mixed age “Potted Sports” and a relay race in their houses with healthy competition between the four school houses to win the sports trophy. In the afternoon the children take part as individuals in a number of competitive races.



Throughout the year we offer a variety of “After School Activities”. These vary depending on the expertise of the staff and parents/carers delivering the activities. Recently these have included the following clubs: homework, science and engineering, orienteering, athletics, tennis, football, crafts and drama.

At St Gerardine, we work closely with the wider community and believe that fostering strong partnerships benefits children, parents/carers and staff. Listed below are some of those we have worked with recently: Moray Council, RAF Lossiemouth, Education Scotland, Active Schools, School Nurse, Lossiemouth and Elgin Libraries, Police and the Fire Service.



Leadership opportunities and child voice

We offer a range of opportunities for children to lead and have their voice heard. These groups help to shape how the school runs by involvement in school policies, teaching and learning opportunities, playtime arrangements etc.

Groups include:

- Pupil Council
- Rights Respecting Steering Group
- Eco Committee
- House Teams
- Prefects
- Playground Pals
- House Captains
- Star 7 Jobs
- Peer Mediators



Dandelions

As a main catchment school for RAF Lossiemouth, we provide support for children of military families through our Dandelion Club. This is a chance for children with similar life experiences to get together and share life as a Dandelion. Through this the children gain the opportunity to create new friendships and share any unique experiences military life can bring. Dandelions meet weekly with their year groups in the Dandelion Room, where deployment group also meet on a weekly basis. Deployment group is designed to support children when a loved one is deployed but can also provide support when a military family chose to remain in Lossiemouth whilst a serving parent is posted elsewhere.

If you are wondering why we're called dandelions read the poem below;

the Dandelion

The official flower of the military child is the dandelion. Why? The plant puts down roots almost anywhere, and it's almost impossible to destroy. It's an unpretentious plant, yet good looking. It's a survivor in a broad range of climates. Military children bloom everywhere the winds carry them. They are hardy and upright. Their roots are strong, cultivated deeply in the culture of the military, planted swiftly and surely. They're ready to fly in the breezes that take them to new adventures, new lands, and new friends.



the prickly pilot's wife

Homework tasks & Parental involvement

At St Gerardine, children will be required to complete some weekly homework tasks which reinforce what they are learning in school in Reading, Spelling and Maths. Parents/carers are asked to ensure children complete this homework. Children will also be given some termly optional tasks to complete if they wish. These are often practical activities and may involve speaking to parents/carers or making things related to their learning that term. In this way, children and their parents/carers will have some choice in how much homework is completed to suit individual circumstances and parents/carers will be more involved in their child's learning and school work. Homework tasks are sent home with children or posted on Class Dojo.



We have a very active and supportive Parent Council who can be contacted through the school office. They have meetings once termly and any parent is very welcome to attend. Our Parent Fundraising Group is very active in the school community and organise a great number of activities for our children, raising considerable funds for the benefit of our children. Again, all parents/carers are encouraged to lend a hand with organising or helping out at events. All parents/carers are members of the parent forum.

We very much welcome parental support in school and any parent wishing to volunteer to help out should express their interest through the school office or directly to the Head Teacher. Some parents/carers may wish to help out in classes, others may be able to help out with school trips or when we hold whole school events. Some parents/carers may have a particular skill (eg. sewing, dancing, sport etc.) which they are able to share with children, either in class or as an After-School Club. Parents/carers working directly with children on a regular basis in class or at an After-School Club will be required to be "disclosed" through the PVG (Protecting Vulnerable Groups) Scheme, in line with Moray Council policy.

Parents/carers can keep informed of what is happening at the school through the school's website at www.st-gerardine.moray.sch.uk. Classes share pictures of their learning and activities through Class Dojo and parents/carers can also use this method to communicate with the class teacher.

Enrolment

Enrolment into P1:

In accordance with the Admission policy of the Moray Council, all children who attain the age of 5 years on or before the start of session date in August should begin attending primary school in August.

Children, who attain the age of 5 years after the start of the session, but on or before the last day of February, may also be enrolled in primary school in August. Parents/carers have the choice however to allow their child to wait a further year before entering school. If in doubt on this matter, please come to the school and discuss this with the head teacher. In January each year new P1 entrants are enrolled to start school the following August. Please register with the link below.

<https://online.moray.gov.uk/site/wss/request/SchoolRegistrationForm>

Children from out with the school's catchment area who wish to come to St Gerardine School should register for a placing request.

Please register with the link below. Decisions regarding placing requests are made by Moray Council by 30th April.

https://online.moray.gov.uk/site/wss/request/ss_school_placing_req

Between enrolment and the start of session, children who have gained a place at the school are invited into the school on several occasions to familiarise themselves with their teacher and surroundings. There are also opportunities for parents/carers to visit the school and a meeting to inform parents/carers about their child's start at school. We aim to make the transition from nursery to school or home to school as smooth as possible for the children. We encourage parents/carers into the school at any time and in particular to approach us with any concern they might have.

Regular contact is maintained throughout the session with all pre-school groups in Lossiemouth.

Enrolment into other classes:

Parents/carers and children who are considering coming to the school are always welcome to look round the school and meet with the Head Teacher or Depute Head and should make an appointment through the school office. Children may be enrolled into other classes in the school at any time of the year, for example if they move into the area or if they wish to transfer from another school, providing there is space in the relevant class. Parents wishing to enrol their children should contact the school office to complete the relevant paperwork.

Transitions

Transition from Nursery to Primary 1: Staff at St Gerardine work closely with staff from East Beach Nursery, RAF Day-care, Ladybird Developmental Playgroup and St Gerardine Nursery to ensure a smooth transition for all children into P1. Parents/carers are invited in to look round the school in November so that they can make an informed choice about which school to send their child to before enrolment in January. Children are invited to attend an event with P1 in December and March to familiarise the children with the school and P1 teachers. In the summer term children come to the school on three separate occasions to further gain confidence in school and to meet their P7 buddies who will help look after them when they start school. Parents/carers are also invited to a further information evening in May giving detailed information and handouts about the start of school.



Transitions between classes: At the end of each year within primary, children take part in a “step-up” afternoon where they meet their new teacher and classmates. Children with Additional Support Needs who require enhanced transition at any stage are supported with additional activities/visits appropriate to their individual needs. Staff also meet to pass on transition information to the next teacher, both about each child’s learning and progress and pastoral information.

Transition from Primary 7 to Secondary 1: There are good relationships between Lossiemouth High School and St Gerardine both at staff and management level. Guidance staff visit our P7 children to talk to them about what to expect at secondary school, to answer their questions and allay their fears. Children take part in a challenge day with the other feeder primaries early in the summer term. This is followed by two days at the High School. Parents/carers are invited to attend meetings at the High School, providing the opportunity to meet with senior members of staff and the guidance team. Children with Additional Support Needs have an enhanced transition either individually or within a group, designed to meet their particular needs. Parents/carers can contact Lossiemouth High School by email at admin.lossiehigh@moray-edunet.gov.uk or by phone on 01343 812047. More information can also be found on their website at www.lossiehigh.co.uk.

Organisation of classes

At St Gerardine we organise our classes based on children's reading groups.

We have some "straight classes" which only have one year group (eg. P7) and some "composite classes" which have more than one year group (eg. P4/5). All children at St Gerardine are likely to be in composite classes at some points during their time here. We try to put children who are in a composite class into a straight class the following year where we can although this is not always feasible. For example, sometimes we do not have a straight class for a particular year group, so some children will be in composite classes for two or more consecutive years.

Although we understand that parents/carers are anxious about their child's class and sometimes worry about them being in a composite, all our children are taught according to their ability and their needs, whether they are in a straight or composite class.

Classes for the next session are decided in June and children are told their new class on "step-up" afternoon when all of our children move into their new class for the afternoon and meet their new teacher and classmates. We hope not to have to make further changes to the classes, however, it is always possible that classes may need to be changed over the summer holidays. If this does happen, we will notify children/parents who are affected as soon as possible. Similarly, if there are any changes to class teachers, we will let you know.



School closure and information line

Occasionally the school needs to close, for example due to severe weather. When this happens, information can be found on the Moray Council website www.schoolclosures.moray.gov.uk/, on Moray Firth Radio and on the school's telephone information line which can be accessed as explained below. Should the school ever need to close during the school day, parents/carers will be informed by text message where possible. We urge parents/carers to ensure that the school holds up to date mobile numbers for them.

School Telephone information line

- When severe weather warnings are received we will endeavour to keep the system updated.
- Parents/carers can leave non-urgent messages, which are forwarded to the school email address in due course (option 2 below).
- Please note that this is a 0870 service and there is a charge for this service. Calls to this number will be charged at 2p per minute service charge plus your call provider's access charge.

1. Dial **0870 054 9999**
2. Enter PIN number: **031480**
3. **You will get a message:** "Selected St Gerardine School"

You will then enter a menu system:

Press 1 – to hear severe weather information

Press 2 – to leave a non-urgent message

Press 3 – to hear general school information

Press 4 – to enter a different school PIN number Press # - to end call

Please note: Should parents/carers wish to leave an urgent message, please speak to someone at the school directly.

Safety

Our school is fitted with an electronically controlled door entry system. Although the school has an “open door” policy, it remains necessary for parents/carers to enter the building only by the main entrance and to report to reception before visiting any other part of the building.

Playground supervisors look after the children in the playground at break and lunch times, or indoors if it is wet.

Within the building we expect children to walk at all times and to show respect for school property. Should a pupil be unfortunate enough to have an accident or become ill whilst in school, parents/carers are informed immediately, as appropriate. In the event of a parent being unavailable, a doctor or hospital treatment would be sought as necessary.

Parents/carers are asked not to use the school car park as this is only for staff and visitors.

Absences

Section 30 of The Education (Scotland) Act 1980 requires parents/carers 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 (approved by the local authority) or unauthorised (unexplained by the parent/guardian (truancy) or excluded from school).

If your child is absent from school please contact the school as soon as possible in the morning to explain the absence. If you have not contacted the school and your child is absent, we will contact you and your child's other emergency contacts. It is therefore important that parents/carers keep the school informed of up to date contact details. **If we are not able to contact a parent and we are concerned for a child's safety, the school will contact the police.** We therefore urge parents/carers to contact the school about any absence. We can be contacted by:

Telephone **01343 812251** (normal line) or

0870 054 9999 then enter PIN number **031480** (non-urgent)

E-mail admin.stgerardinesp@moray-edunet.gov.uk

We would stress that an ill child cannot be happily educated. It is of more benefit to a pupil remaining at home whilst ill than being at school and feeling miserable. We also request that any pupil not able to take part in PE for medical reasons brings a letter to school to authorise this.

Family holidays taken during term time are recorded as “unauthorised” absences except in exceptional circumstances.

Medicines in school

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

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/parent request.

Transport

All primary and secondary children 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.

School uniform

Children at St Gerardine are strongly encouraged to wear our school uniform which looks smart as well as bright and cheerful. Red sweatshirts with the school logo can be bought from the school office and we hold these in stock. Children are encouraged to wear black trousers or skirts. Jeans are not permitted. In the summer, younger girls may wear red and white check dresses which can be bought from local supermarkets. Other items such as red cardigans, polo shirts and red jackets, all with the school logo, can also be ordered from the school office.



For PE children wear shorts, T-shirt (preferably in their house colour) and gym shoes. In winter children may be asked to bring a track suit or jogging bottoms for outdoor games. We do not allow the wearing of football strips for PE. For safety reasons, children must remove or cover earrings before PE. Children taking part in football matches or inter-school activities are provided with the appropriate strips or tracksuits.

You can make a claim for free school meals or a clothing grant if you are receiving any of the following benefits:

- Income Support
- Income-based Job Seekers' Allowance
- Any income related element of Employment and Support Allowance
- Universal Credit where take home pay is less than £610 a month
- Child Tax Credit but not Working Tax Credit, and your annual income, as assessed by HMRC, is below £16,105,
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the Government at £6,420
- Support under Part VI - Immigration & Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £610

If you are eligible for an EMA, you can't apply for a clothing grant but can still request free school meals.

Curriculum for excellence

Bringing learning to life and life to learning

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds. It aims to achieve a transformation in education in Scotland by providing a coherent, flexible and enriched curriculum from 3 to 18, to raise standards, to prepare our children for a future they do not yet know and to equip them for the jobs of tomorrow in a fast changing world.

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. Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Developing Skills and Attributes: The Four Capacities

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

The Totality of the Curriculum

The curriculum includes all of the experiences which are planned for children through their education. These experiences are grouped into four categories. **Curriculum areas and subjects:** The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

Interdisciplinary learning: How the curriculum should include space for learning beyond subject boundaries.

Ethos and life of the school: The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

Opportunities for personal achievement: Children need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Experiences and Outcomes

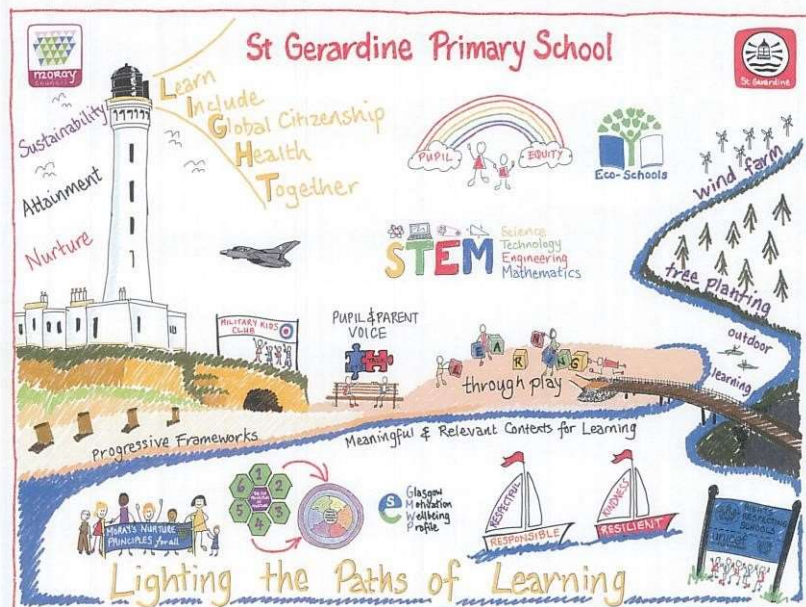
The experiences and outcomes are an essential component of Scotland's curriculum. They signpost progression in learning and set challenging standards that will equip young people to meet the challenges of the 21st century. The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved. The experiences and outcomes are used both to assess progress in learning and to plan next steps.

Curriculum Rationale

At St Gerardine School, we aim to provide a nurturing environment that enables children to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. We want children to become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, children at St. Gerardine will be encouraged to build respectful relationships, make responsible choices, develop resilience and demonstrate kindness to themselves and others in readiness for them taking their place in society. At the heart of productive, high quality teaching and learning opportunities is exemplary behaviour. We will instil in our children the values of our school: to be kind, respectful, responsible and resilient. We will help our children to develop the skills they need, including social skills, to be successful learners, confident individuals, responsible citizens and effective contributors both now and in the future.

'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ'

(Duckworth and Seligman 2005).



The Curriculum

"All that a child learns both formally and informally."

The curriculum we offer is carefully planned to cover the following areas: numeracy/mathematics, literacy/languages, health and wellbeing, social studies, expressive arts, sciences, religious and moral education, technologies and interdisciplinary learning.

Numeracy/Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. It equips us with the skills we need to interpret and analyse information, solve problems and make informed decisions.

The mathematics framework is organised into three parts:

- number, money and measure
- shape, position and movement
- information handling



At St Gerardine, staff have worked to produce a clear progression of knowledge, understanding and skills from early to second level. Teachers use these progressions both to plan the learning and to assess the children's progress. In this way, when children move to their next class, they are able to build from where they are and progress appropriately. These progressions have been shared as examples of good practice with other schools in Moray.

Maths at St Gerardine engages children actively from the outset with our P1s learning to "subitise" and gain mathematical confidence. In all classes, teachers may group the children in order to better meet their needs, challenging and supporting them as appropriate.

The school is well resourced in maths and uses White Rose Maths to support our maths progressions.

Children benefit from being able to use laptops to support their learning, creating graphs and charts, taking part in Sumdog challenges and other appropriate internet activities.



Literacy/Language

Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

The language framework is organised into three parts:

- listening and talking
- reading
- writing



At St Gerardine we have clear strategies for teaching reading, with a focus on both the mechanics of reading as well as on the comprehension of the text. Children are grouped within their class so that they progress at an appropriate pace.



In writing the school has developed “Step by Step” booklets to ensure clear progression within each genre of writing and to give children models of good writing and a clear understanding of the success criteria for their next step. As well as supporting their learning, these booklets provide an assessment record of what step a child has reached in their writing.

In listening and talking, we have developed clear progressions. Children have opportunities to learn and practise the skills they will need all through life, including participating in group/class discussions and presenting to a variety of audiences. Children from P3-7 prepare a talk for their class, using props and/or PowerPoint to support their talk.

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.

The health and wellbeing framework is organised into four parts:

- mental, emotional, social and physical wellbeing
- physical activity and sport
- planning for choices and changes
- relationships

Children at St Gerardine enjoy a range of PE activities and sports both in their class lessons and at after school clubs.



The school has worked on its progressions for all aspects of the Health and Wellbeing curriculum. This includes a progression of practical cooking and cooking skills across all classes whereby children will learn about food and health as well as take part in cooking sessions.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

The social studies framework is organised into three parts:

- people, past events and societies
- people, place and environment
- people, society, economy and business



At St Gerardine, most of the Social Studies curriculum is taught through a theme or topic. More information about this can be found within Interdisciplinary Learning which is explained on page 30 of this handbook.

Expressive Arts

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity.

The expressive arts framework is organised into four parts:

- art and design
- dance
- drama
- music



Children at St Gerardine enjoy a wide range of expressive art activities, all children have input from a specialist teacher for music and art. Children learn a variety of traditional Scottish dances within their dance sessions which they put into practice at their Christmas parties. The Christmas concert combines dance, drama and music in two productions each year: P1-3 and P4-7. Children in P5 all learn the recorder and some older pupils may access music tuition in school (brass, violin drums/piping and clarinet).

Religious and Moral Education

The religious and moral education framework is organised into three parts:

- Christianity
- other world religions
- development of beliefs and values

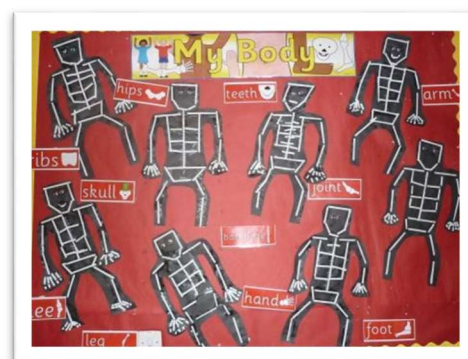
RME lessons are suitable for children of all faiths or those who are non-believers. Children learn about Christianity as well as a wide variety of different religions. Children are encouraged to develop respect for others and an understanding of beliefs and practices which are different from their own. Children reflect on their own moral values and develop skills to support them when making moral decisions.

Sciences

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society.

The sciences framework is organised into five parts:

- planet earth
- forces, electricity and waves
- biological systems
- materials
- topical science



Science at St Gerardine is taught both as a discreet curricular area and also as part of Interdisciplinary Learning. We have worked on our science progressions which ensure children cover a broad science curriculum as well as looking in depth at specific areas of science. The children develop their knowledge and understanding of science alongside their scientific skills. The school runs a very successful Science, Technology, Engineering and Maths (STEM) week each year where children enjoy practical activities and experiments and which are supported by STEM Ambassadors from local businesses.

Technologies

The technologies framework is organised into six parts:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.



The school benefits from an up to date computer suite with a Smartboard facility as well as trolleys of laptops available for children or classes to support their learning across the curriculum within their class setting. All classes have a Smartboard which teachers use to enhance learning. We have recently worked on our technologies progressions and all children now benefit from a coherent programme of internet safety with most classes from P2 up also learning to programme using a variety of packages and resources. Our P5-7 children are able to apply to join our Digital Leaders in order to support technologies across the school.

Interdisciplinary Learning

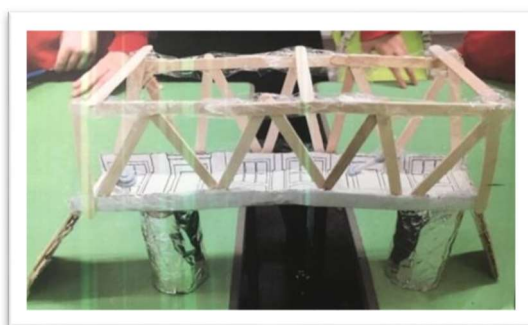
As well as learning within discreet subject areas, teachers have worked on updating our previous themes/topics in line with Curriculum for Excellence so that our interdisciplinary learning has a clearer focus on the learning and the relevance of this learning to the world beyond the classroom. Experiences and outcomes from two or three curriculum areas combine to give children a wide range of experiences so that our children can make connections across curricular areas.

Teachers work with their stage partners (across two or three classes) to plan and deliver their interdisciplinary learning, focusing on the “big ideas” which bind together the experiences and outcomes within the theme or context.



We encourage children to be involved at the planning stage, discussing what they already know as well as what they would like to find out. There are also elements of the learning where children can pursue their own interests and personal learning choices. Most of our children really enjoy their interdisciplinary learning and are enthusiastic and motivated by a broad variety of different themes.

Some of our contexts have included outdoor learning visits to the local area supported by parents/carers or by community partners, for example, studying food webs in the local woodlands. Classes often invite parents/carers in at the end of a block of interdisciplinary learning to share with them what they have been finding out and show them their work and the skills they have learnt.



Recently children have investigated bridge building with support from construction partners such as Balfour Beatty. This has been in response to the local Lossie Bridge across to the East beach needing to be replaced and has given the children a real-life and local context for their learning.

Progress meetings, reporting and profiles

We operate an open door policy and parents/carers are welcome to come to school at any time to discuss a pupil's progress. It is advisable to telephone first to arrange a suitable time. Progress meetings involving children, parents/carers and teachers are held in October for P1 and January for P2-7.

As well as these more formal arrangements for parents/carers to discuss their child's work and progress with the class teacher, the process of reporting is ongoing throughout the year. Children's learning is shared with parents/carers in a variety of ways such as: weekly learning diary, termly summary reports, termly pupil reflections, meet the teacher, school website, presentations/performances, homework tasks, open afternoons, Class Dojo, school fayres, St Gerardine Open Afternoon (partnership working), parent focus groups etc. Primary 1 also invite parents/carers into class daily during their first term for the last 15 minutes of the day to share their phonic and number work with their parents/carers. From Term 2 these shared learning sessions become weekly on a Thursday. Other classes invite parents/carers in to share their learning as appropriate.

During the year children will also gather evidence of their learning in their Class Dojo portfolio. In the summer term children from P2-7 will write a "profile" of their learning and achievements, celebrating what they consider to be the most significant aspects over the year. This profile will also be shared with parents/carers.

Assemblies

Weekly assemblies allow the whole school to meet together to take part in religious observance. The school minister, visiting speakers and the children regularly contribute to assemblies. Any parent/carer has the right to request the withdrawal of their child from the religious observance part of an assembly and should contact the Head Teacher to discuss this request.

Assemblies also allow the school community to celebrate success and achievements both within and out with school. We encourage children to recognise their achievements, however big or small, and to complete an achievement sheet (with photo if they wish) which is then celebrated at assembly and displayed in school. Parents/carers can support their children by encouraging them to share their achievements and by helping them complete their sheets which are available from class teachers. Parents/carers and children are also encouraged to share their achievements in the child's Class Dojo portfolio. Some assemblies are 'sharing' assemblies where classes can share what they have been learning with the rest of the school.

Additional support needs

Children are in mixed ability classes and all of our class teachers plan lessons which are differentiated in order to meet pupil needs effectively.

Some of our children require an additional input from our Support for Learning teachers in order to access the curriculum successfully. Children may be supported either individually or in small groups, sometimes within the class and sometimes in another room. Parents/carers are informed if their child is identified as requiring support for learning and are encouraged to discuss their child's needs with staff.

Some children will have an Individual Education Programme (IEP) or Learning Support Plan (LSP) which is devised for them and evaluated termly. Both are shared with parents/carers and parents/carers may contribute to them if they wish.

The school works closely with other agencies such as Early Years Service (EYS), Speech and Language Therapy (SALT), Educational Psychology (EP), Social Work (SW), English as an Additional Language (EAL) and Occupational Therapy (OT).

Multi-agency meetings called Child Planning Meetings may be held for some children. Parents/carers, school staff and other agencies who work with the pupil, meet to discuss issues and concerns, what is working, ideas and actions/outcomes. Older children may attend Child Planning Meetings, as appropriate.

The Depute Head Teacher (DHT) and Support for Learning (SFL) teachers meet on a regular basis with class teachers to discuss progress of children who receive support for learning and also to identify children who may require support.

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

Parents/carers can access more information through **Enquire** – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

- Telephone Helpline: 0845 123 2303
- Email Enquiry service: info@enquire.org.uk
- Advice and information is also available at www.enquire.org.uk
- A range of clear and easy-to-read guides and factsheets including:
The parents' guide to additional support for learning.

Child protection and GIRFEC

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

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

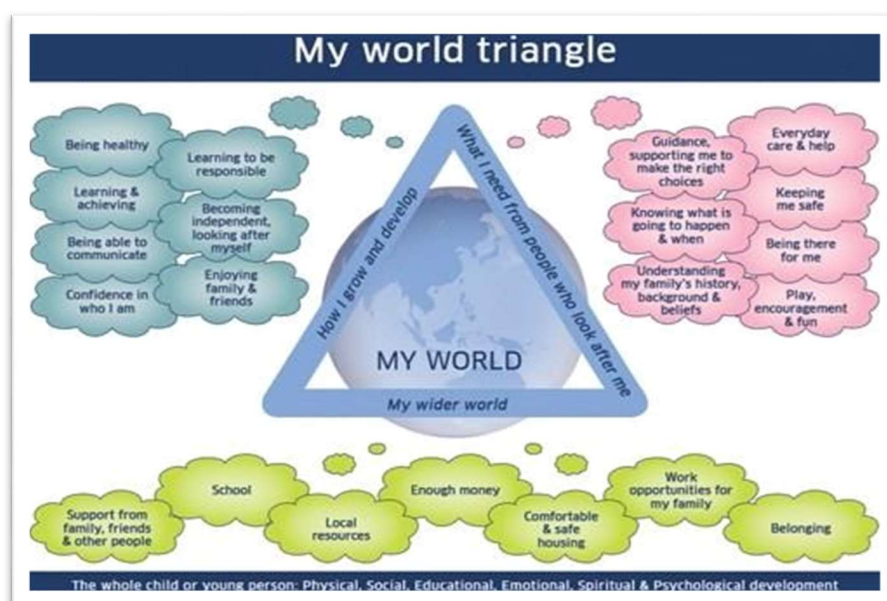
The categories of abuse are: **Physical abuse, Sexual abuse, Emotional abuse and Neglect.**

If you are unsure or wish to discuss a concern, please speak to the Head Teacher, Mrs Claire Johnson, who is the Child Protection Co-ordinator in the school. The school has received the latest training in Child Protection so they are confident, well-informed and supported to promote the protection of children. Social Work and/or Police can also be consulted out with school hours if required. More information can be found on the Moray Child Protection webpage at: http://www.moray.gov.uk/moray_standard/page_55497.html

GIRFEC

Getting it right for every child (GIRFEC) means that children and their families

- understand what is happening and why
- have been listened to carefully and their wishes have been heard and understood
- will feel confident about the help they are getting
- are appropriately involved in discussions and decisions that affect them
- can rely on appropriate help being available as soon as possible
- will have experienced a more streamlined and co-ordinated response from practitioners



The My World Triangle introduces a mental map which helps us explore a child's experience and identify needs and risks to a child's well-being.

The Wellbeing Indicators and Nurture

There are eight indicators of wellbeing:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

All of these wellbeing indicators are necessary for a child or young person to reach their potential. They are used to record observations, events and concerns and as an aid to creating an individual plan for a child.

Nurture

St Gerardine prides itself on its nurturing ethos across the whole school. In addition, the school benefits from a new Nurture Room, set up with key home-like features: living room area, dining area and play area. Three Pupil Support Assistants have been employed through the Scottish Government “Pupil Equity Fund” (PEF) to support children from P1-7 who the school feels would benefit from a nurture group, nurture lunch or Lego therapy sessions.

A Nurture Group is an intervention strategy that helps to support and develop social and emotional needs in a small group of about 4 -10 children. The children in the group will access a variety of curricular areas through different contexts with particular focus on Health and Wellbeing, Literacy and Maths. Each session follows a carefully structured and consistent routine to support the children in becoming independent and confident learners. Staff provide a consistent, predictable and safe place for the children and model appropriate behaviours and relationships. Nurture staff are extremely supportive and patient, working as a team to make the children feel accepted and valued.



DSO Catering – Meals in school

Meals are prepared and cooked daily on the premises by the Direct Services Organisation Catering Staff. The menu for the forthcoming week is displayed prominently in the school hall and children may choose from a variety of hot meals or a cold meals. Copies of the 4 Week menu are available on the school's website and Moray Council website so that you can help your child make a choice.

		Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	Green	Chicken curry	Macaroni cheese	Steak mince with vegetables	Butcher's pork sausage with optional gravy	Bubblefish
	Yellow	Cheese and tomato pizza	Vegetable fajita	Breaded chicken goujons	Spring roll	Roast chicken with optional gravy
		Potato wedges Rice Salad selection 2 Seasonal vegetables	Garlic bread Salad selection 2 Seasonal vegetables	Potato Salad selection 2 Seasonal vegetables	Potato Salad selection 2 Seasonal vegetables	Potato Pasta Salad selection 2 Seasonal vegetables
	Orange	Tuna mayonnaise roll Salad selection	Ham sandwich Salad selection	Egg mayonnaise sandwich Salad selection	Chicken mayonnaise sandwich Salad selection	Cheese wrap Salad selection
Key						
Vegetarian		Lentil soup	Potato soup	Vegetable soup	Tomato soup	Sweetcorn soup
Vegan		Selection of fresh fruit with optional natural yoghurt	Selection of fresh fruit with optional natural yoghurt	Orange cake with optional custard and fresh fruit	Oatle biscuit with mandarin	Strawberry mousse with fresh fruit salad
Soup / Pudding				Selection of fresh fruit with optional natural yoghurt	Selection of fresh fruit with optional natural yoghurt	Selection of fresh fruit with optional natural yoghurt

Children may alternatively bring a packed lunch which they eat in the dining hall or may go home for lunch.

Should your child have particular dietary or medical requirements or allergies, it is that the correct paperwork is completed. Please inform the school office who will give your details to Moray Council for this to be implemented.

All Primary 1-5 children are entitled to free school meals. You can make a claim for free school meals or a clothing grant if you are receiving any of the following benefits:

- Income Support
- Income-based Job Seekers' Allowance
- Any income related element of Employment and Support Allowance
- Universal Credit where take home pay is less than £610 a month
- Child Tax Credit but not Working Tax Credit, and your annual income, as assessed by HMRC, is below £16,105,
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the Government at £6,420
- Support under Part VI - Immigration & Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £610

If you are eligible for an EMA, you can't apply for a clothing grant but can still request free school meals. Application forms are available online from www.moray.gov.uk.

Water bottles and snacks

Children are encouraged to bring water bottles to school for use in class. These should be named and should only be filled with water, not juice.

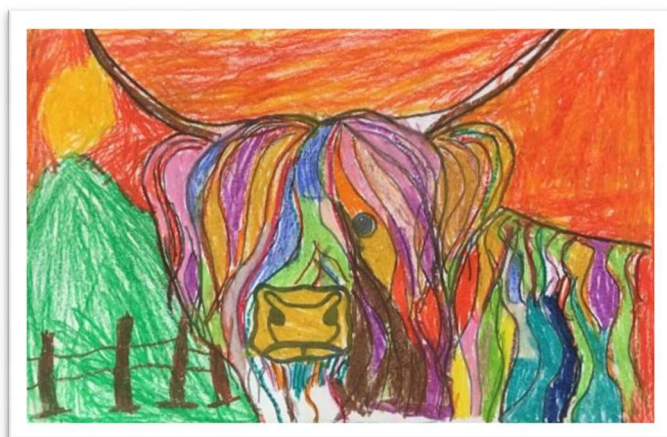
Children may also bring a drink and a snack to school to have at break time. Lollipops are not permitted for safety reasons and sweets are discouraged.

Data protection

Information on children 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, and up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice.



Privacy Statement

St Gerardine School has a legal responsibility to deliver an effective educational programme to its children. 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: 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, 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/nursery 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 St Gerardine School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

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

If a pupil/child moves schools, we have a legal obligation to pass on information to their new school/education authority about their education at St Gerardine School.

The Named Person

In order to support GIRFEC, all children have a named person. The Named Person Service must be made available to all children from birth to 18 years of age. The Named Person is one point of contact that children and families can go to for advice or support if they need it.

Some children and young people may have temporary difficulties, such as illness, bereavement or moving school, and some may live with challenges such as the effects of disability or long-term conditions. While most will get all the help and support they need from their parents/carers, wider family and community, sometimes they and their families may seek extra support.

The Named Person will provide a consistent approach to supporting children's and young people's wellbeing. They will give children and parents/carers access to help and advice wherever they live in Scotland.

As part of the school's support system we have a legal obligation to make available an identified Named Person for every child and young person in our care. Your allocated Named Person for Primary School aged children is Mrs Claire Johnson. If you have any wellbeing concerns about your child you would like to discuss with your Named Person, please do not hesitate to contact them on 01343 812251 or admin.stgerardinesp@moray-edunet.gov.uk We look forward to working together in partnership with you and your family. For Nursery aged children, your named person is your Health Visitor.

During the holiday period the Named Person Service for school aged children will be covered by the Local Authority centrally. The Duty Named Persons can be contacted through the general enquiries line on 01343 563374 or via the generic e-mail address educationandsocialcare@moray.gov.uk.

As always if the Named Person is not available and there is a concern for a child, a call must be made to Duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101.

Complaints procedure

Parents/carers are encouraged to discuss any concerns or issues with their child's class teacher in the first instance. Parents/carers may speak to the depute or head teacher if they wish the matter to be pursued further.

If the matter has been dealt with by the head teacher and a parent feels that the matter has not been dealt with satisfactorily, the parent has the right to make a complaint to Moray Council.

Web links

Moray Council:

<http://www.moray.gov.uk/index.html>

St Gerardine School Website:

<http://www.st-gerardine.moray.sch.uk/>

Education Scotland:

<http://www.educationscotland.gov.uk/>

Eco Schools:

<http://www.keepsotlandbeautiful.org/sustainable-developmenteducation/eco-schools>

Internet Safety for Parents:

<https://www.thinkuknow.co.uk/Parentsold/>

Scottish Parent Teacher Council:

<http://www.sptc.info/>

SCHOOL HANDBOOK: APPENDIX A

Moray Council, Education, Communities & Organisational Development

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

Telephone: 01343 563374
education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday- Friday
Email:
Website: www.moray.gov.uk

Moray Council A-Z		
Active Schools	Telephone:	01343 563890
	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
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 education@moray.gov.uk
	Website:	http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com (Children's Education Advisory Service)
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccesssteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html

Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	childrensaccesssteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Data	Telephone:	01343 563374
Protection	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html

Racial Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html