



# KEITH GRAMMAR SCHOOL



**Handbook 2022/2023**

**KEITH GRAMMAR SCHOOL**  
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# KEITH GRAMMAR SCHOOL



## SCHOOL HANDBOOK SESSION 2022-2023

Date of Issue: December 2021

This School Handbook has been prepared by the Head Teacher and follows guidelines set out by The Moray Council.

“Disclaimer”: The information contained within this School Handbook is correct at the time of publication, and is updated annually.



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#### **KEITH CATCHMENT AREA MAP**

# MORAY COUNCIL

## VISION AND AIMS

### What we do

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

### Our Vision – Ambitious to Achieve Excellence Together

#### Our Aims:-

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



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High Street  
Elgin  
IV30 1BX  
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Website: [www.moray.gov.uk](http://www.moray.gov.uk)

# WELCOME TO K.G.S.

Our School Handbook has been difficult to update this year due to the Covid 19 Pandemic.

We have left in last years' details of School Trips, Parents' Evenings, Exam Results, Activities Days, School Clubs and Assemblies for your information. Obviously none of these have been possible to date.

I would like to thank Parent/Carers and Staff for their outstanding efforts in coping with these very strange times and for encouraging and helping our young people to continue their education in the most difficult of circumstances.

We can hope that 2022 will bring some normality back into our lives and that we will slowly be able to offer students all curricular and extra-curricular activities which they previously enjoyed.

Yours sincerely



Alan Bruce  
Head Teacher

## COVID-19 Impact on Schools

If you have concerns about sending your child to school during Covid-19 you should refer to the National Parent Forum of Scotland [back to school guidance](#) which has helpful advice. To find out more information about Covid-19 from a health perspective you will find more information from the [NHS](#).

All Moray schools have restrictions in place which have been risk assessed. There are enhanced health and safety protocols, limited visitors and enhanced cleaning regimes. All measures have been put in place in order to reduce the risk of outbreak and transmission in schools.


Copies of the following guides are available to support you and your children/young people at this time and may answer questions you may have.

- Parent/carer guide
- Learner guide
- Learner top tips



# SCHOOL ADDRESS

School Address: Keith Grammar School  
School Road  
KEITH  
Banffshire  
AB55 5GS

Tel: (01542) 882461  
Absence Line: (01542) 880171  
E-mail: [admin.keithgrammar@moray-edunet.gov.uk](mailto:admin.keithgrammar@moray-edunet.gov.uk)  
Website: <https://blogs.glowscotland.org.uk/my/keithgrammar/>  
Facebook: <https://www.facebook.com/keithgrammarschool/>  
Twitter:  @KeithGrammar

The School Snow Information Line Number is:  
Tel. 0870 054 9999 (Pin Code: 031040)  
Calls to this number will be charged at 2p per minute service charge plus your call provider's access charge.





Keith Grammar School

# Vision, Values and Aims

Draft March 2021

In our school every young person deserves the best education. Our vision outlines our ambition for every member of our school community.

## Our Vision

Working as an ambitious community to achieve excellent pathways and successful futures for all.

Our aims define our purpose and give a framework for how we will achieve our vision and the place our core values have in realising this.

## Our Aims

Through strong and supportive relationships, we aim to be the best we can be and live by our values in all that we do. We aim to meet the needs of our 21st Century learners by **working as an ambitious community** to deliver engaging and innovative experiences that support our young people to reach their full potential. By developing skills, knowledge and resilience throughout our learning community, our young people will be fully prepared for **excellent pathways** that lead to **successful futures**.

Achieving our KGs vision will ensure our young people are successful learners, confident individuals, responsible citizens and effective contributors

## Our Values

Our values of **Ready, Respectful and Safe** underpin the ethos and life of the school.

### ready

- Our school community understands what it means to be ready by:
- being prepared
  - giving our best
  - achieving our potential
  - being resilient

### respectful

- Our school community understands what it means to be respectful of:
- ourselves
  - diversity in others
  - our school community
  - our wider community

### safe

- Our school community understands what it means to be safe by:
- what we think
  - what we say
  - how we behave
  - the choices we make

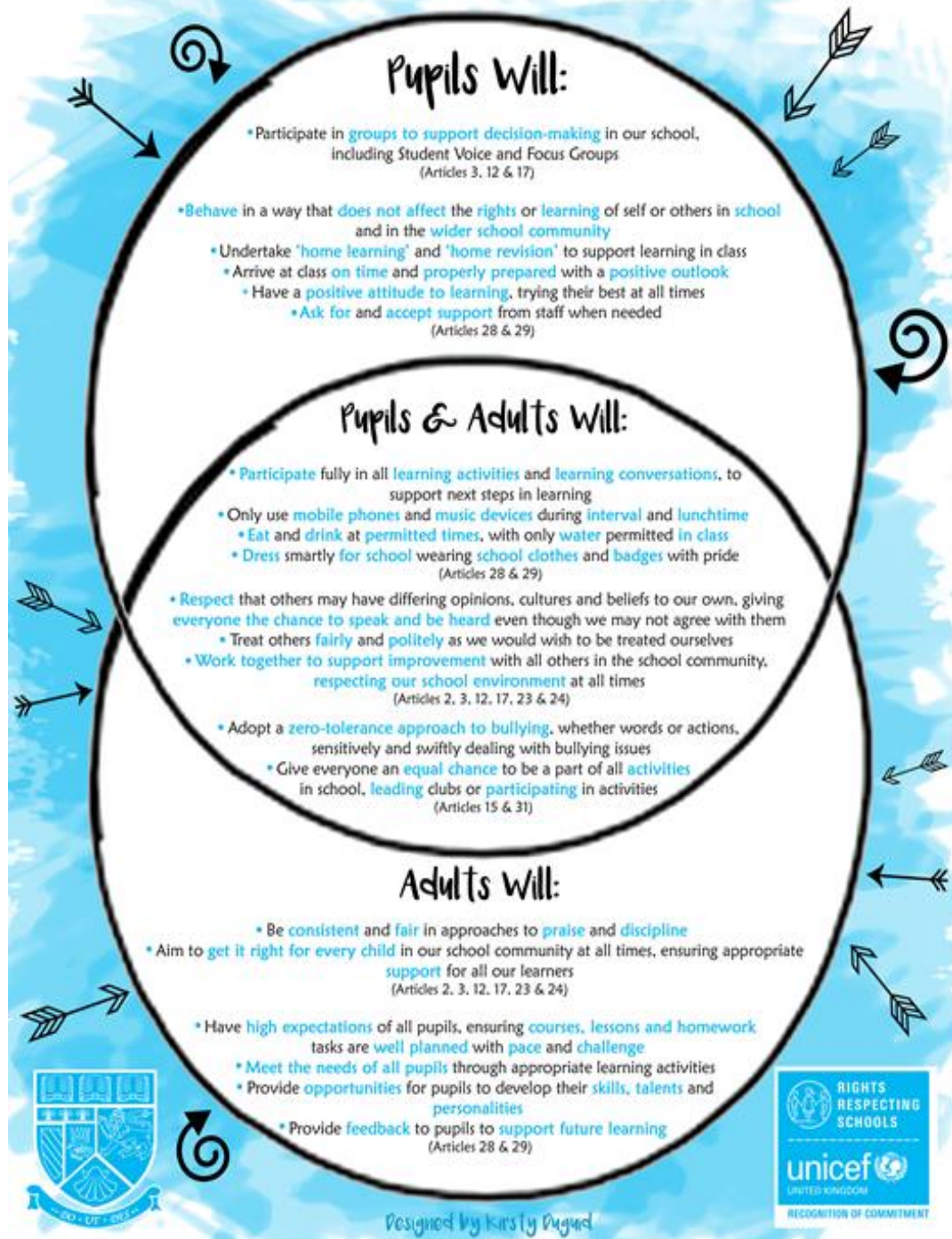
Our learners are:

successful learners  
confident individuals  
responsible citizens  
effective contributors



# School Charter

Through our School Charter and education on 'rights' across our school community, the United Nations Convention on the Rights of the Child is known to adults and children of the Keith Grammar School community.  
(Article 42)



# SCHOOL INFORMATION

## SCHOOL CALENDAR

<b>FIRST TERM</b>	TERM BEGINS	Tuesday 16th August 2022
	TERM ENDS	Friday 7th October 2022
	Autumn Holiday	Monday 10th October 2022 to Friday 21st October 2022
<b>SECOND TERM</b>	TERM BEGINS	Monday 24th October 2022
	TERM ENDS	Thursday 22nd December 2022
	Christmas Holiday	Friday 23rd December 2022 to Friday 6th January 2023
	In-Service Days	Monday 14th November 2022 Tuesday 15th November 2022
<b>THIRD TERM</b>	TERM BEGINS	Monday 9th January 2023
	TERM ENDS	Friday 31 <sup>st</sup> March 2023
	Mid Term Holiday	Friday 10th February & Monday 13th February 2023
	Spring Holiday	Monday 3rd April 2023 to Friday 14th April 2023 (Good Friday Holiday: Friday 7 <sup>th</sup> April 2023)
<b>FOURTH TERM</b>	TERM BEGINS	Monday 17th April 2023
	TERM ENDS	Friday 30 <sup>th</sup> June 2023
	May Day Holiday	Monday 1st May 2023
	In-Service Days	Thursday 11th May 2023 Friday 12th May 2023
	Occasional Day Holiday	Monday 5th June 2023

## SCHOOL HOURS

### Monday – Friday

Period 1	8.45a.m.
Period 2	9.35a.m.
Interval	10.25a.m.
Period 3	10.40a.m.
Period 4	11.30a.m.
Period 5	12.20p.m.
Lunch	1.10p.m.

### Monday – Thursday only

Period 6	2.00p.m.
Period 7	2.50p.m.-3.40p.m.

**School closes at 1.10 on Friday. The canteen will be open until 1.30 with buses departing at 1.30 sharp.**

# ASSEMBLIES

A regular pattern of assemblies takes place in the school hall as House Groups or Year Groups. Assemblies are led by staff and pupils.

Normally pupils in each group go to the assembly rather than their normal class. However, with COVID restrictions assemblies are delivered in classes. An assembly programme is published each term.

Topics that are covered include:

- Presentation of awards and merit certificates
- Discussion of relevant local, national & international issues
- School events and competitions
- News from school committees (e.g. charity campaigns)
- House Events
- Presentations from Chaplains and other speakers on School Value themes.



In addition, assemblies will be organised for special events (e.g. Remembrance Day) or for the Guidance Staff and House Captains to speak to everyone in their house.



# SCHOOL ROLL

Keith Grammar School serves a largely rural area that borders the catchments of Buckie High, Milne's High School, Speyside High School, Banff Academy and the Gordon's Schools at Huntly. The traditional industries and employers have included farming, textiles and distilling. The school works with a range of partners to raise awareness of training and employment opportunities locally so that young people are not forced to look outside the area. This helps to maintain a vibrant, viable community whilst addressing the needs of local employers.

Keith Grammar School forms part of the Keith Associated School Group along with Botriphnie Primary, Crossroads Primary, Keith Primary, Newmill Primary, Rothiemay Primary and St Thomas' Primary.

The total school roll on 2nd November 2021 was 394 pupils. The distribution of this total number across the six years and across the genders is shown below.

	<b>Boys</b>	<b>Girls</b>	<b>Totals</b>
<b>S1</b>	46	22	68
<b>S2</b>	34	41	75
<b>S3</b>	45	46	91
<b>S4</b>	43	25	68
<b>S5</b>	22	32	54
<b>S6</b>	19	19	38
<b>Totals</b>	<b>209</b>	<b>185</b>	<b>394</b>

# SENIOR LEADERSHIP TEAM

The Senior Leadership Team at KGS comprises Alan Bruce (Head Teacher), Liz Bain (Depute Head Teacher), Laura Main (Depute Head Teacher) and Kevin Pirie (Depute Head Teacher).

Many of the decisions about how the school operates are devolved to other staff such as Principal Teachers, School Support Co-ordinator, Janitors, Librarian and Technical Support Staff who are responsible for the operation of particular aspects of the school. The Senior Management Team is responsible for having a vision and strategic overview of where the school is going, and each member of the team is responsible for a number of major whole school, administrative and organisational tasks.



Responsibilities			
<b>Mr A Bruce Head Teacher</b>	<b>Mrs E Bain Depute Head Teacher</b>	<b>Mrs L Main Depute Head Teacher</b>	<b>Mr K Pirie Depute Head Teacher</b>
Overview: S1-S6	School Strategy and Direction; Curriculum Vision  Year Head: S1 & S5	Learning & Teaching  Year Head: S3 & S6	Self-evaluation and Performance  Year Head: S2 & S4

# THE GUIDANCE SYSTEM

## PUPIL SUPPORT

Our pupil support team is made up of Principal Teachers of Guidance, Principal Teacher of Additional Support Needs, Home School Link Worker, Inclusion Project Co-ordinator and Year Heads.

We work together as a team to ensure we are working to best support the young people at KGS.

In Keith Grammar School, Guidance is organised on a house basis. A Principal Teacher of Guidance is responsible for each house and holds the role of the Named Person. As with all educational establishments, KGS is concerned with the all-round personal development of pupils, including the emotional and social, as well as the academic and vocational. The special responsibilities of Guidance staff allow them to have a unique contribution within this process.

The Principal Teachers of Guidance for each house are:-

Kynoch House	Mrs Donna Law
Laidlaw House	Mrs Lynn Jex
Laidlaw House	Mrs Kelly Gatenby

The planning, organisation and teaching of the Personal and Social Education programme is also the responsibility of each Principal Teacher of Guidance. This is an important curriculum area focussing on the Health and Wellbeing of all pupils, preparing them for adult life. Sex and relationship education forms a key element of personal, social and health education and all parents have the right to contact the Head Teacher to discuss school policy and procedures on this issue.

The Objectives of Keith Grammar School Guidance Policy are, and Guidance staff provide:

1. **Personal Support for Pupils**
  - (a) by getting to know pupils in some depth and becoming well known to them.
  - (b) by monitoring their progress in school in their class subjects and in their personal and social development.
  - (c) by encouraging pupils to become responsible for their own learning, progress, attainment and development.
  - (d) by helping pupils deal with their personal and social development during their adolescent years.
2. **Curricular Support for Pupils**
  - (a) by monitoring and taking a close interest in their class subjects and by being aware of curricular strengths and weaknesses of individual pupils, setting realistic targets where appropriate.
  - (b) by encouraging and praising whenever appropriate and helping when difficulties arise; by working collaboratively with wider members of the pupil support team (ASN), if necessary.
  - (c) by making sure that pupils fully understand course choice information; by helping them and their parents to make the most appropriate course choice based on the projected career pathway.



### 3. **Careers Support for Pupils**

- (a) by making sure that pupils make effective use of the whole range of careers materials available to them within a developmental programme of careers education.
- (b) by ensuring that subject choices are in line with individual pupils' career aspirations, within the confines of the school curriculum.
- (c) by ensuring that pupils receive advice from the specialist Careers Adviser and through individual career-guidance interviews.
- (d) liaising with Developing the Young Workforce (DYW) Moray to ensure quality employability experiences and inputs.

### 4. **Liaison with Other Agencies**

- (a) by communicating regularly with parents, through full reports, at parents' meetings and at individual meetings with parents, whether arranged by the school or by the parents themselves.
- (b) by communicating regularly with other members of staff.
- (c) by involving, when appropriate, other specialist help, such as the Educational Psychologist, the Social Work Department, The Reporter to the Children's Panel. This will involve the sharing of information with other agencies. We recognise that individuals have the right to control information about themselves and would therefore ask that any parent concerned about discussions regarding their child, contact Alan Bruce at Keith Grammar School to discuss the matter.

The specialist responsibilities of guidance staff for pupils in their House ensures that pupils receive a first-rate service and that curricular support, careers support, all essential liaison work and the Personal and Social Education programme are also all of a required high standard.



**Mrs Donna Law**  
PT Guidance  
(Kynoch)



**Mrs Lynn Jex**  
PT Guidance (Laidlaw)  
jobshare



**Mrs Kelly Gatenby**  
PT Guidance  
(Laidlaw)  
jobshare

### **PARENTS AND CARERS BOOKLET**

The Moray Council has produced a "Notes for Parents and Carers" booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school.

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

This booklet is also available in other languages.



# SCHOOL STAFF

## SENIOR MANAGEMENT TEAM

Mr Alan Bruce  
Mrs Elizabeth Bain  
Mrs Laura Main  
Mr Kevin Pirie

Head Teacher (S1-S6)  
Depute Head (S1, S5)  
Depute Head (S3, S6)  
Depute Head (S2, S4)

## TEACHING STAFF (by Department)

### Chemistry/Science/Biology

Mrs Anna Wiseman  
Dr Isabelle Barclay  
Mr Mark Musil  
Mrs Gail Gunter

Principal Teacher  
Teacher  
Teacher  
Teacher

### English

Mrs Paula Sangster  
Mrs Nicky Bothoms  
Miss Shelly Lockhart  
Miss Shannon Campbell

Principal Teacher  
Teacher  
Teacher  
NQT

### Guidance

Mrs Lynn Jex  
Mrs Kelly Gatenby  
Mrs Donna Law

Principal Teacher (Laidlaw)  
Principal Teacher (Laidlaw)  
Principal Teacher (Kynoch)

### Digital Learning

Mrs Angela Allan  
Mrs Jacqueline McLeish  
Ms Morag Duncan  
Miss Laura George

Principal Teacher  
Teacher  
Teacher  
NQT

### Music

Mrs Anna Birch

Principal Teacher

### Art

Miss Rosanna Garden  
Miss Natalia Robak

Principal Teacher  
NQT

### Humanities

Mr Martyn Cowie  
Mr Mustapha Akoub  
Mr Craig Clow

Principal Teacher  
Teacher  
Teacher

### Home Economics

Mrs Marsaili Young  
Miss Kirsten Stewart

Principal Teacher  
NQT

### Mathematics

Mrs Julie Morgan  
Mr Peter Geddes  
Mrs Kate Beadle  
Mr Graham Tyldesley

Principal Teacher  
Teacher  
Teacher  
Teacher

### **Modern Languages**

Mrs Lisa Bayliss  
Mrs Elodie Begou

Principal Teacher  
Teacher

### **Physical Education**

Mr Robbie Paterson  
Mrs Carly Ralfs  
Mr Rory Allardice

Principal Teacher  
Teacher  
Teacher

### **Physics**

Mrs Ruth Jenkins  
Miss Kate Harvey

Principal Teacher  
NQT

### **Support for Learning**

Mrs Emma Campbell  
Ms Carol Wood  
Mrs Linda Bhattacharjee  
Mrs Shirley Ross  
Mrs Heather Riddoch  
Mrs Fiona Gilbert  
Mr Charles Smith  
Mrs Yvonne Stewart  
Mrs Brenda Mathieson  
Mrs Kay Harrold  
Mrs Caroline Pollock  
Mrs Gillian Booth

Principal Teacher  
Teacher  
Teacher  
PSA  
PSA  
PSA  
PSA  
PSA  
PSA  
PSA  
PSA  
PSA

### **Technical Studies**

Mr Steven Tubbs

Principal Teacher

## **NON-TEACHING STAFF**

### **Library**

Mr Stephen Leitch

Librarian

### **Janitors**

Mr Alan Fallow  
Mr Brian Forsyth

Senior Janitor  
Janitor

### **Office Staff**

Mrs Shirley Henderson  
Mrs Sheila Nicoll  
Mrs Caroline Winchester  
Mrs Jane Green  
Miss Kim Cruickshank

School Support Co-ordinator  
Senior Clerical Assistant  
Clerical Assistant  
Clerical Assistant  
Clerical Assistant

### **Technical Support**

Mrs Linda Innes  
Mrs Ruth Clarihew  
Mrs Krista Brown

Supervisory Technician  
Science/HE Assistant  
General Assistant

### **Home School Link Worker**

Mrs Deborah Cowie

### **School Nurse**

Alicia Millthorpe

### **Careers Officer**

Ms Nicola Dall

# THE ADDITIONAL SUPPORT NEEDS DEPARTMENT

Our Principal Teacher of ASN is Mrs Emma Campbell.

- Under the terms of The Education (Additional Support for Learning) (Scotland) Act 2004, education authorities and schools must make adequate provision for all children and young people who need additional support – for whatever reason – to access the curriculum. The broad concept of “additional needs” can refer to long-term development disorders and sensory or physical disabilities, as well as short-term factors such as family circumstances, problems with health, or with emotional issues.
- The ASN Department currently comprises of Teachers and Pupil Support Assistants who support pupils in mainstream classes: as readers, scribes, prompts and practical assistants. We aim to help each pupil overcome their barriers to learning by, for example, simplifying or repeating instructions; keeping them ‘on task’; writing notes from the board and in their diaries. Close liaison with class teachers is a feature of our way of working. Together, staff discuss the most effective strategies and resources to meet the needs of individual pupils. This could involve a change in the seating plan; the provision of a laptop computer or iPad; the use of differentiated worksheets or a behaviour card.
- ASN staff also provide individualised programmes of work for pupils with significant difficulties who are unable to access a full mainstream curriculum. The focus is on developing core skills in Literacy, Numeracy, ICT and Social Communication. A small group of pupils with more complex needs are given the opportunity to go riding, swimming, rebound trampoline and to participate in Youth Award Schemes such as The Duke of Edinburgh Award.
- Pupils who experience specific learning difficulties with reading, writing and spelling, or with the organisation of their work, are given support in various ways:
  - Through special arrangements in assessments and exams
  - Having access to audio books, laptop computers
  - Participation in short-term intensive interventions
- The ASN Department aims to involve parents fully in planning and providing for their child, so they are given the opportunity to meet with ASN staff. Regular dialogue and feedback about the quality and effectiveness of support helps to ensure that each pupil’s needs are understood and met effectively. At Review Meetings the child is at the heart of discussion and their contributions are key to any action plan arising from discussions.
- Whilst the needs of most pupils can be met within the school by our own staff, it is sometimes necessary to call on the expertise of health professionals and outside agencies to carry out assessments, make recommendations and provide specialist training for members of the department. Consultation with services such as Occupational Therapy, Speech & Language Therapy and Educational Psychology is therefore an important element of support for learning at Keith Grammar.

- Skills for Life and Work – ASN staff work in partnership with parents to identify ‘real-life’ experiences and outcomes for young people with complex needs who are moving on from school into adult services; further education; training or employment. Plans are individualised to meet the needs of each pupil. For example, the focus for one might be on learning how to communicate electronically via text and email, while for another pupil the emphasis may be on the safe and independent use of public transport. Other areas of the curriculum include: healthy eating; personal care; practical shopping; handling money; road safety; basic cooking; dressing appropriately. To achieve these learning targets, pupils are given the opportunity to use local facilities, to plan trips and travel on public transport.

During their final year at Keith Grammar, a small group of pupils are given the opportunity to access the Moray College Day Link Course. Travelling by bus to Elgin, they spend one day a week learning alongside pupils from various schools in Moray. The aim is to experience life and work in the College environment with a view to progressing onto the Independent Living Skills Course or the Workskills Course after leaving school. Pupils are able to choose from subjects such as Practical Cooking; PE; Hairdressing; Art; Horticulture; Computing.

- P7 Extended Induction. The move from primary to secondary can be particularly daunting for pupils who struggle with building relationships; organising themselves for work, and coping in a busy new environment. Early in the session staff from the Keith ASG primaries identify a small number of P7 pupils who would benefit from additional visits to the Grammar. These visits are organised by the ASN Department. The aim is to provide a programme of activities which enables these pupils to develop a positive attitude to their transition in the summer. As part of a small group, they get to know each other and many of the ASN staff who will be supporting them in class. They have plenty of time to become familiar with the school's routines, layout and facilities, including the canteen. Pupils also experience ‘taster’ lessons in several subjects.



# PREFECTS

Prefects liaise closely with school staff ensuring the student voice is heard and the welfare of younger pupils outwith class times is ensured. Prefects are the role models and key ambassadors of our school, fully embracing their responsibilities and role and developing their leadership skills.

Prefect projects aim to give seniors leadership opportunities and are linked to school improvement priorities.

This year they have focused on:

## Wellbeing

Trained with Moray Wellbeing Hub to become Young Champions to train others in wellbeing and mental health. They are running wellbeing drop ins and manage our Kindness Cupboard.

## Community and Ethos

Prefects have collated clubs and supported study times for all pupils to be able to access opportunities. They have also organised litter patrols and monitor the school grounds and our immediate environment.

## Inclusion

Inclusion Prefects run the Breakfast Club which is inclusive and welcomes everyone. They also work with the Inclusion Coordinator to be peer mentors for pupils benefitting from a soft start to the school day.

Prefects have fundraised for local, national and school causes. This year including Children In Need, Moray School Bank and Breakfast Club.

All Prefects have been involved in Student Voice and have led Improvement Focus Groups for other students to gather opinions and listen to the concerns and suggestions of students to take this forward to SLT in order for the school to improve for all.

Prefects identify their development and training needs and a responsive programme of events put in place. They agree their vision and values as student leaders.

Senior and Head Prefects meet regularly with SLT, to feed back on progress and achievements of the prefect team.

## HEAD PREFECTS



## SENIOR PREFECTS



## PREFECTS



## PREFECTS





# Library Resource Centre

With learning, lending, reference and careers resources, the library, at the heart of the school community, provides a welcoming, stimulating and inclusive environment for pupils, staff and visitors. The library is staffed two days a week, currently Tuesday and Friday and is open from 8.30 am – 4.10 pm on Tuesday and 8.30 am – 1.30 pm on Friday.

Mr Leitch is the School Librarian and works in partnership with staff to support curriculum delivery and the learning and teaching process. The library is a busy and welcoming learning space, and pupils benefit from:

- Games and quizzes available at lunchtime, including a Scrabble Club on Tuesdays
- Author visits to develop and encourage a love of reading and support curriculum learning
- Regular themed book talks by the librarian to S1, S2 and S3 pupils to develop and encourage a love of reading
- Library familiarity sessions (S1)
- Resources to enhance learning and research
- Help and support from the librarian with research, homework and reading choices
- Access to the library before school, at lunchtimes and after school
- Request and reserve books and resources

The Library at Keith Grammar School uses the Moray Library and Information Services network, and Public Library cards are now used. All new pupils should ensure that they have a library membership before starting Keith Grammar School. Library membership is subject to parental consent. Application forms are available from the School Library or any Moray Public Library and books taken out at branch libraries can now be returned to the school library and vice versa.

The school community also benefits from access to an online catalogue where both school and public library books can be reserved and collected from this library. The online catalogue can be found at <http://www.moray.gov.uk/libraries> and is accessible at school and home, and you can also join the library online at the same link.

You can follow the school library twitter page: @KeithGrammarLRC and visit the library website for library information, homework help and reading recommendations: <http://www.tinyurl.com/kgslibrary>



# SCHOOL MEALS

School Meals at Keith Grammar School are freshly prepared each day by a dedicated team. The meals are served in the School Canteen which lies in a separate building just across from the main School entrance.

The Canteen is open from 7.30a.m. to 2.00p.m.

A traditional meal is available for the current price of £1.60 e.g. Roast Chicken, Carrots, Potato.

Sandwiches, Paninis, Baked Potatoes etc. are also served, with all items priced individually.

A salad bar has been introduced where you can choose up to 5 items for £1.60 in a Salad box, Baguette, roll or wrap.

Packed lunches can be ordered using the pre-order forms in school between 8.30a.m.- 9.30a.m. and collected at 1.10p.m. from the Dining Room, or by using the Fusion App.

The Canteen aims to please their customers and therefore welcome any suggestions you may have to improve our service.

Snacks 1/2 - available at £1.00 - £1.45  
Chicken Goujons, Burger/Sausage in a Roll, Chicago Pizza,  
Pizzini, Homemade Pizza, Pasta & Sauce

There is no exact snack on week 1-4 they vary.

There are no £1.00 snacks.

Prices vary from £1.00 - £1.45.

# 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
- 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 £7,500
- Support under Part VI - Immigration & Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £625

If you are aged 16-18 years old, you may make a claim for free school meals and clothing grants, in your own right, if you receive any of the benefits that make you eligible.

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

## Daily Sample Menu

Wraps	£1.40
½ Baguette	80p
Whole Baguette	£1.60
Lentil Soup	80p
Roast Beef	£1.60
Chicken Korma	£1.60
Macaroni Cheese	£1.60
Panini	£1.45
Pizza	£1.25
Salad Box	£1.60
Sandwiches	£1.35
Baked Potato & Filling	£1.45
Variety of Vegetables	20p
Potatoes/Pasta/Rice	20p
Potato Wedges	50p
Pasta Box & sauce	£1.45
Fresh Fruit	45p
Fruit Box	£1.00
Fruit Juice & Bottled Water	40p/85p
Crisps/Lentil waves/iced bun	60p
Pancake/Scone	50p
Toast	40p
Snacks	£1.00-£1.45
Muffin	75p
Snack – 1	£1.40
Popcorn	65p
Crisps	65p
Bagel	60p
Angel Delight/Jelly	75p
Popcorn	65p
½ Panini	75p

The above prices could be subject to a slight increase.

# PARENTAL INVOLVEMENT

## KGS PARENT COUNCIL

This was established in 2007 following Scottish Government legislation.

The Parent Council is the organisation which enables parents to influence the running of KGS and to support and fund-raise for the school. Meetings are held regularly to allow school staff to seek the views of parents and let parents raise issues of their choice with staff. Up to 20 parents may be members of the Parent Council but any parent may attend meetings and help the activities of the Parent Council at other times. In addition, other people who can bring value to meetings may be co-opted members. In 2009 the KGS Association merged into the Parent Council to make it easier for parents to get involved with the whole range of ways that parents can be involved from fund-raising to discussing curriculum changes. Reports and dates of meetings are published in the school newsletter.

The Office Bearers are:

Chairperson:	Neil Kidd
Clerk to the Council:	Marie Comrie
Treasurer:	Donna Mackie
Event Organiser:	Laura Simmers

If you would like to be a member, would like to help the school in any way or would like the Parent Council to raise an issue on your behalf please contact any office bearer or the Rector.

The Parent Council website address is [www.keithareaparentcouncils.org](http://www.keithareaparentcouncils.org)

# HOW TO RAISE A CONCERN

If you have any concerns or complaints about your child's learning, or emotional or physical wellbeing, you should, in the first instance, contact the appropriate Principal Teacher of Guidance who holds the role of the named person.

If you feel that this is not appropriate you should contact the appropriate Depute Head Teacher.

If you are unhappy about how a situation has been dealt with you should contact the appropriate Depute Head Teacher or the Head Teacher. For a variety of reasons, they may not be available when you call but will get back to you as soon as possible. If it is urgent please indicate that so that your concern can be passed to another member of the SLT if there would otherwise be an unacceptable delay.

I would ask that you do contact us rather than using social media sites. As we do not have access to it, any information will not get to us this way so we would not be aware of your concern and would not, therefore, be able to do anything to resolve it.

We will always want to be aware of any issue at the first possible opportunity in order to ensure any effect on a child's education is minimised. If a concern continues you should get back in touch so that we are aware further action is needed.

## **Named Person**

As part of the national **Getting it right for every child** (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a **Named Person** to help them get the support they need. In secondary schools the **Named Person** will usually be a Principal Guidance Teacher and will remain throughout their time at school. **The Guidance Teacher/Named Person** will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

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

The **Named Person Service** supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (e.g. from Health, Social work, Police etc.) if required.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact the **Guidance Teacher/ Named Person** either by phone, email or alternatively a letter marked for the attention of the **Guidance Teacher/Named Person**.

The Guidance staff at Keith Grammar School are:

Laidlaw House -	Mrs Kelly Gatenby
Laidlaw House -	Mrs Lynn Jex
Kynoch House -	Mrs Donna Law

# PRIMARY LIAISON

Moving from Primary to Secondary School is a huge step in the lives of our young pupils and it is the aim of staff in both sectors to make the transition as smooth and enjoyable as we can.

Preparation for the transfer from primary to secondary is successful in Keith because of the excellent relationships and communication systems which exist between primary colleagues and ourselves and the two way passage of information between parents and the schools involved.

The transfer process, (which begins for the majority of youngsters with the issue of the KGS Prospectus to prospective new parents in January), involves the accurate passing of attainment records in Literacy, Numeracy and Health and Wellbeing as well as any specific details of the educational, social, behavioural or medical requirements for our new pupils. Consultation takes place with each primary Head Teacher to ensure that each pupil is placed in the correct class and that support can be provided effectively. In addition, the PT Additional Support Needs, in consultation with primary colleagues, organises an extended programme of induction for some identified pupils. This obviously involves the passing of information between school and between other agencies involved. We recognise that individuals have the right to control information about themselves and would therefore ask any parent concerned about discussions regarding their child(ren) contact Alan Bruce at KGS to discuss the matter.

The Guidance Team go out to visit their new pupils once class lists are finalised, often accompanied by current S1 pupils, who came from the same primary schools last year.

Two induction days at KGS in June are planned, to reassure pupils by giving them a taste of what life will be like at the Grammar School. During these two days an Open afternoon is organised for parents where they can meet the staff in an informal and friendly atmosphere and be shown round the school by pupil guides. This is a good opportunity for parents to ask questions or to raise any issues which have arisen during Induction Days.

Senior school buddies are allocated to assist with the induction days and the first days of S1 at KGS.

An introductory website is available.

# CURRICULUM FOR EXCELLENCE

## Bringing **learning to life** and **life to learning**

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

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.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of **assessing progress** and ensuring children achieve their potential. There are new **qualifications** for literacy and numeracy and new National qualifications. Our well regarded Highers and Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

There's personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that's needed. There is a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

Our Curriculum Rationale is being reviewed this session to refocus the school community on what our purpose is as a school.



## S1-S3 CURRICULUM – JUNIOR PHASE

### S1/2

S1 & S2 aims to continue with the Broad General Education pathway started in Primary School. Courses are based on the Curriculum for Excellence Outcomes and Experiences, mainly at Level 3. By the end of S2, pupils will have the opportunity to demonstrate learning across all Level 3 outcomes.

All pupils in their first two years at Keith Grammar School follow a common course. The only exception is in Modern Languages. Both French and German are taught in Keith Grammar School. We aim to allow pupils to continue the language that they have been studying in their Primary School or a switch may be offered if pupils need more breadth in their language education.

In first and second year pupils study the following subjects within 8 Curriculum Areas:

Curriculum Area	Expressive Arts	Health & Wellbeing	Languages	Mathematics	Religious & moral education	Sciences	Social Studies	Technologies
<b>Subjects</b>	Art and Design  Music	Home Economics  Personal & Social Education  Physical Education	English  French or German	Mathematics	RMPS incorporated in Humanities course	Science	Humanities	Technical Studies  Digital Learning

Interdisciplinary learning takes place when projects and activities broaden the curriculum and allow pupils to put into practice some of the skills they have been learning in their other classes. All pupils also have a UPS period which aims to help them gain an overview of the things they are learning in school – and to recognise the contribution made by any learning they do out of school, with a particular focus on skills gained or improved.

S1 pupils will continue to study their 3<sup>rd</sup> Primary School language, Scots, within English. In S2 they will also have the opportunity to study the basics of different language, currently French, German, or Scots.

As well as learning within subject areas, pupils will be encouraged to develop specific skills across their learning; these include Literacy, Numeracy and Health & Wellbeing. Subject staff may also make links with other subject areas in order to demonstrate how skills and knowledge can be transferred to other parts of the curriculum.

Our curriculum and approaches to interdisciplinary learning are under review and will change in session 2020-2021.

## S3

Towards the end of S2 pupils will be able to make choices for the final year of the Junior Phase. Each pupil will follow a core of 17 periods which includes English, Maths, Modern Foreign Language, Enterprise, RME, PSE/UPS and PE. Each pupil will also be able to choose 8 subjects which provide the additional 18 periods. The choice will be free, although pupils will be expected to choose from subjects that cover all curricular areas in order to ensure they do not narrow their focus too soon. Pupils must take a Modern Foreign Language as this is a Moray Council requirement. The courses available in S3 will be based on the Curriculum for Excellence Outcomes and Experiences, mainly at Level 4, for most young people and will be issued as a course choice booklet in January. Pupils will make these choices in February 2021.

More information of A Curriculum for Excellence and the levels within it can be found at: <http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/index.asp>

## SENIOR CURRICULUM

The Senior Curriculum refers to the subjects taken by pupils in S4, S5 and S6.

Through working in partnership with neighbouring schools and colleges an increasing range of subjects will be on offer, at SCQF Levels 3-7. These will include National Certificates, Skills for Work and National Progression Awards.

All students will follow 6 courses or combinations of activities.

We will continue our distance learning links with Moray College and the Open University as well as developing partnerships with local schools to expand the range of courses available.

In addition to academic courses, students are encouraged to widen their horizons by choosing from interest courses on offer, and to develop their skills by taking on responsibilities within the school.

As before, a full programme supporting the students' choice of course is offered by Guidance, Senior Staff and Skills Development Scotland, and in all cases decisions about which courses can run will depend upon sufficient student numbers to form a viable class.

Our provision of qualifications is under review to ensure we offer breadth and depth of experience and maximise opportunities for qualifications and success.

SUBJECT	COURSE/EXAMINATIONS OFFERED
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**ART & DESIGN**

Art & Design: Advanced Higher, Higher, National 5, National 4, National 3  
Photography NPA SCQF5, Higher

**BIOLOGY**

Biology: Advanced Higher, Higher, National 5, National 4

**BUSINESS STUDIES**

Administration and IT: Higher, National 5, National 4, National 3  
Business Management: Higher, National 5, National 4  
Travel & Tourism: National 4, National 5  
Travel Skills SCQF6

**CHEMISTRY**

Chemistry: Advanced Higher, Higher, National 5, National 4  
Science: National 4, National 3

**COMPUTING**

Computing Science: Advanced Higher, Higher, National 5, National 4

**ENGLISH**

English: Advanced Higher, Higher, National 5, National 4, National 3

**GEOGRAPHY**

Geography: Advanced Higher, Higher, National 5, National 4  
People and Society: National 4, National 3

**HISTORY**

History: Advanced Higher, Higher, National 5

**HOME ECONOMICS**

Hospitality - Practical Cookery: National 5, National 4, National 3  
Hospitality - Practical Cake Craft: National 5

**MATHEMATICS**

Mathematics: Advanced Higher, Higher, National 5, National 4, National 3  
Applications of Mathematics: National 5, National 4, National 3

**MODERN LANGUAGES**

French: Advanced Higher, Higher, National 5, National 4  
German: Advanced Higher, Higher, National 5, National 4, National 3  
OU YASS: German, French, Spanish

**MODERN STUDIES**

Modern Studies: Higher, National 5, National 4

**MUSIC**

Music: Advanced Higher, Higher, National 5, National 4, National 3

## COURSE/EXAMINATIONS OFFERED

## PHYSICAL EDUCATION

Physical Education: Higher, National 5, National 4  
Community Sports Leader Award  
Duke of Edinburgh Bronze  
Sport & Recreation (National 4, National 5)

## PHYSICS

Physics: Advanced Higher, Higher, National 5  
Engineering Science: Higher, National 5

## SKILLS FOR WORK

National 4 Rural Skills, National 4 Automotive, National 4 Early Education & Child Care, National 5 Rural Skills

## TECHNICAL STUDIES

Graphic Communications: Advanced Higher, Higher, National 5, National 4  
Practical Woodworking: National 5, National 4, National 3

## COLLEGE COURSES

See Moray College website for an up-to-date list of college course available.



## 16+ LEARNING CHOICES

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

For many young people schools will continue to be the main route for that progression beyond S4; for others College will be the best option or it might be a combination of school and College. For some young people the best offer may lie outside of school and College and this is where alternative provision will be identified and developed.

During a young person's final year of statutory schooling, school Guidance and Skills Development Scotland (Careers) staff will be in discussion with pupils to identify the most appropriate offer.

## EDUCATION MAINTENANCE ALLOWANCE

### What is an Education Maintenance Allowance (EMA)?

An EMA is an allowance of up to £30 per week to eligible young people who stay on in full-time education at school after their 16<sup>th</sup> birthday. It can be paid for a maximum of 3 years, 4 years in the case of vulnerable students. The EMA is only paid for weeks in attendance at school, up to a maximum of 40 weeks in any one academic year. EMA is not paid for school holidays. EMA is paid fortnightly in arrears directly into your bank account.

### Who Qualifies?

The award is based on household income which is normally assessed on gross taxable income. You must attend school for a minimum of 21 guided learning hours per week (timetabled hours including study periods). You must satisfy attendance requirements and complete and adhere to the terms of a Learning Agreement – a contract between the young person and their school (this is usually completed with Guidance staff).

The income thresholds for 2021-22 applicants are as follows:-

Household income	Number of dependent children in the household	Award
£0 - £24,421	For families with a single child in full-time education	£30
£0 - £26,884	For families with more than 1 child in full-time education	£30

Dependent children are all those up to the age of 16, and those over the age of 16 and up to the age of 25 if they are in full time further or higher education.

### When do I apply?

Application forms are available from schools and from Council Access Points from the middle of June. The form can also be printed from the Moray Council website [www.moray.gov.uk](http://www.moray.gov.uk)

# SUBJECT CHANGES

Once pupils have chosen their courses in S3 it is expected that they will continue with these subjects until the end of the year. However, if having started a course a pupil realises that they have made a wrong choice, in exceptional circumstances, a change of subject might be possible. In such situations parents should contact their child's Guidance Teacher as early as possible.

S5/S6 students may want to change a course once exam results are available in August. Again, contact with the Guidance Teacher should be made as early as possible. Changes will then have to be approved by the Principal Teachers of the departments concerned, their Guidance Teacher and the appropriate Depute Head Teacher.

No changes are usually possible after the start of September and students will be expected to continue with their courses until the end of the session. In all cases, changes will only be considered if there are spaces available in the new classes.

# ASSESSMENT

## **S1-3 – Broad General Education**

Standards and expectations that form aspirations for all learners in S1-S3 are set out in the Experiences and Outcomes of Curriculum for Excellence. These define how well learners are doing as well as their rate of progress through the levels. The aim is to promote breadth and depth of learning, including greater focus on the secure development of skills and knowledge. Assessment occurs within departments throughout the session to inform learning and to provide information on progress for parents. S3 curriculum affords pupils some element of choice in the subjects they opt to study

## **S4, S5 and S6 – The Senior Phase**

Students in S4/S5/S6 undertaking academic courses in chosen subjects will have internal assessments throughout the year as part of the SQA arrangements at National 3, 4, 5, Higher or Advanced Higher.

In January, prelims take place in almost all subjects at National 5 to Advanced Higher and these are supervised by our SQA Invigilation Team. These prelims give students practice for the final exams and provide the school with additional information which is used to provide estimate grades to SQA. Final examinations take place in May and June with certificates issued by the SQA in August.

# TARGET SETTING

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. The National Priority relevant to target setting is National Priority 1 – Achievement and Attainment and states the following:

## **National Priority 1 – Achievement and Attainment**

To raise standards in educational attainment for all schools, especially the core skills of literacy and numeracy, and to achieve better levels in national measures 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 the 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 attainment measures, available to the school. Schools and the local authority will monitor pupil progress and publish an annual report detailing progress towards the agreed targets. The Moray Council is committed to improving standards in literacy and numeracy and setting realistic targets for individual pupils.

# HOMEWORK

All pupils at all stages and for all courses should be involved in regular homework, including formal work and submitted to the class teacher for marking. No pupil should be overburdened with homework. However, if any pupil regularly claims to have little or no homework, then something is wrong. In either case, please contact the school as a matter of urgency.

All homework is entered on the Show My Homework app for students and parents to access. Homework diaries are also available if Show My Homework is not accessible.

As a general guide, pupils can be expected to spend an average one hour per evening on homework in first year, rising to an average of three hours per evening for a full academic course in fifth and sixth year although this will also include study time during the school day. Parents of pupils who fail to hand in homework will be contacted to seek their support in ensuring that their young person takes advantage of the learning opportunities that homework provides.



# EXAM RESULTS

Pupils and students receive their exam results by post (or text if they register) in August. Pupils can register with the SQA to receive their results online. Whole school results statistics (Insight) are published in September by the SQA. A summary for parents will be published in the annual Standards & Quality Report and presented to the Parent Council.

The Standards and Quality Report can be accessed in the Parents section of the school website [www.keithgrammarschool.co.uk](http://www.keithgrammarschool.co.uk)

# REPORT CARDS

Parents have a key role to play in supporting young people to achieve all that they can. Over the last couple of sessions through discussion with students, parents and teachers we have reviewed our reporting procedures so that parents have the information they need to support their child.

All students will receive progress reports across the year giving information on their academic progress. On top of this just before any subject choice process departments will give an indication of suitable progression routes for their subjects in the following year.

Students in S1-S3 will develop their own personal profile, looking at their strengths, skills and aspirations. These profiles will be produced using the Skills Development Scotland My World of Work website which students can access at home in order to update their profile and to share it with their parents.

We hope this more regular and meaningful information will allow all parents to be fully informed and involved. If you have any questions or comments about our new arrangements or require more information about your child's progress or wellbeing please do not hesitate to contact the school.

# PARENTS' EVENINGS

In usual times, four parents' evenings are held throughout the year, one each for S1-3 and a longer one for S4-6. Parents are very much encouraged to take the opportunity to come into school to meet with teachers, to discuss progress and to participate in forward planning for each individual child.

In addition to these regular parents' evenings, occasional information evenings will be arranged for parents. At KGS we really value regular contact with our parents and have been delighted by the level of attendance and interest shown by parents in Keith.

In the absence of these meetings parents should not hesitate to contact their child's Guidance Teacher if they have any concerns or queries.

# COMMUNICATION WITH PARENTS

A regular Parental Briefing is issued via Groupcall and posted on the school website. The "Banffshire Herald" frequently has articles about KGS. In the summer all parents will have an information pack issued to them, and, as in the past, parents of incoming S1 pupils are given a copy of this "Prospectus". The Prospectus or Handbook is also available on the school website.

Information for individual parents is given at Parents' Evenings, by the issue of annual reports, comments in Show My Homework and Profiles, by telephone calls, text messages and letters home. Pupil Support staff and Senior Leadership Team members may visit a family at home where appropriate.

All of the above demonstrates how much we value good communication with parents, but to be fully effective it must work both ways. We have a strong Parent Council to represent the views of parents. Dates of meetings are advertised in the Parental Briefing and all parents are welcome to attend.

We also encourage individual parents to make enquiries or state their views on any aspect of KGS by letter, by telephone or by coming in person to have a chat (when this is possible to do so). Because of class commitments or other prior engagements, individual members of staff may not be available at a particular time, but all telephone calls will be returned. By making an appointment in advance, members of staff will be available when parents drop in.

Please do contact us with any concerns or queries. We really do want all our young people to have the best possible school experience and we all need to work together to allow that to happen.

Our office staff will help you make contact/make an appointment with a relevant member of staff. The first point of contact would usually be the pupil's Guidance teacher.

The school also has its own website at [www.keithgrammarschool.co.uk](http://www.keithgrammarschool.co.uk)

# SKILLS FOR LEARNING, LIFE AND WORK

One of the main purposes of education is to prepare young people with the skills they need for learning, life and work in the 21<sup>st</sup> century. This approach to learning is a fundamental aspect of Curriculum for Excellence.

In Keith Grammar School we strive to provide opportunities for all our young people to develop self-confidence, self-reliance and ambition to achieve their goals – in work and in life. These fundamental skills and attitudes are now recognised as a key aspect of pupils' learning experiences. These learning experiences can take place both within and out with the school environment.

In their UPS class, all students consider the skills for learning, life and work and identify how they use them, and, individually, which are their strengths and which are areas for improvement. All young people are expected to take responsibility for their own learner journey. This helps to ensure that students can access high levels of attainment and a positive destination when they choose to leave Keith Grammar School.

Another opportunity for learning which takes place out with the classroom includes the Work Experience Programme. Senior pupils have the opportunity to undertake a work experience placement at a time which suits their individual needs and career aspirations. Pupils can select from a list of established placements or opt to arrange their own and then placements are screened by the Education Office, Elgin for suitability, especially with regard to Health and Safety.

Currently we have a number of senior students out on placement with local employers on a regular basis ranging from half-a-day to 2 days per week.

In addition, senior students can apply for a placement within NHS Grampian, either for a medical or non-medical experience. These are high quality experiences with a well structured programme lasting between 2 to 5 days.

Placements are discussed with the PT Guidance to ensure this is the correct placement for each pupil. The responsibility of maintaining a good standard of work in classes is obviously discussed and taken into account for the length of placement. All senior pupils have the option of Work Experience and should be encouraged to take on the opportunity sensibly to ensure they have the best possible experience.

# ACTIVITY & INTERHOUSE DAYS

It is now a tradition in KGS that we organise Activities Days in May. The programme is run for S1-S2 pupils and takes place while the senior students are doing their final SQA exams. Trips and sports events are organised. This allows teaching staff and some of our non-teaching staff to be fully involved with pupils.

In order to cover the costs, there must be a charge for some of the Activities, however a cost reduction and poverty awareness approach is taken.

S3 pupils will participate in a series of activities aimed at building resilience, fostering responsibility and having some fun at the end of the Broad General Education phase.



At KGS we have a well-developed interhouse programme which runs throughout the year, events range from football, cross country and swimming, to general knowledge quizzes & film-making. The Interhouse Cup is awarded to the winning House at the end of the summer term.

# SCHOOL CLUBS

At Keith Grammar staff run a variety of lunchtime and after-school clubs which are available to pupils (and other staff members). By and large, most activities incur no cost for the participants, however, minimal costs will have to be levied for some activities to cover charges associated with travel or equipment.

**Breakfast Club – Free toast and juice**  
Organisers: Mrs Bain, Mrs Young,  
Inclusion Prefects  
Target Group: S1  
Monday to Friday before school

**Darts**  
Organiser: Mr Geddes  
Target Group: S1-S6  
Tuesday lunchtime

**Debate Club**  
Organisers: Mrs Bothoms  
Target Group: S4-S6  
Tuesday lunchtime

**Duke of Edinburgh**  
Organisers: Mr Tubbs, Mrs Birch, Miss Begou  
Target Group: S3-S6  
Thursday after school

**Funk Band (Junior)**  
Organiser: Mrs Birch  
Target Group: S1-S3  
Monday lunchtime

**Funk Band (Senior)**  
Organiser: Mrs Birch  
Target Group: S4-S6  
Thursday lunchtime

**Keyboard Club**  
Organiser: Mrs Birch  
Target Group: S1-S3  
Thursday lunchtime

**Languages Club**  
Organisers: Mrs Begou & Wider  
Achievement class  
Target Group: S1-S3  
Wednesday lunchtime

**LGBT+ Club**  
Organiser: Miss Campbell, Miss Harvey  
Target Group: S1-S6  
Tuesday/Wednesday lunchtimes

**ROV Club**  
Organisers: Mr Tubbs & Mrs Jenkins  
Target Group: S1-S6  
Friday after school

**Rights Respecting Schools Pupil Steering Group**  
Organiser: Mrs Ralfs  
Target Group: S1-S6  
Tuesday/Thursday lunchtimes

**STEM Club**  
Organisers: Mrs Jenkins, Mr Tubbs, Miss Harvey, Dr Barclay  
Target Group: S1-S3  
Tuesday lunchtime



# OUT OF SCHOOL ACTIVITIES and INSURANCE

During their time at Keith Grammar School we hope that pupils will not just learn in the classroom – but that they will also benefit from different forms of out-of-school activities:

- i Class visits of curricular significance e.g. Higher English visit to Eden Court Theatre; Science Trip to Spey Bay, trips to Culbin Forest and Geography trips to Aviemore.
- ii Pupils going out of school unsupervised by staff to pursue local research e.g. surveying local industry and in interviewing local personalities. You will be asked annually to sign a form consenting to your son/daughter taking part in such activities. Pupils will now carry a permission card with them.
- iii The normal extra-curricular activities e.g. football and hockey.

These activities benefit the all-round education of pupils, but one point should be considered by parents – youngsters are not insured for accidental injury whilst a pupil with the Education Authority. Indeed the following statement has been issued by the Authority.

“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 Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents of 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. We are 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 the possibility”

(The Moray Council, 2003)

Parents may wish to consider taking out personal accident insurance for their children – details are available from your local Insurance Broker. You may also wish to consider putting expensive items such as bicycles, badminton racquets etc. onto your house insurance. The local Authority occasionally makes ex gratia payments for stolen items, which have had to be left outside classrooms, but they will not reimburse students for the loss of luxury items e.g. headphones/lpads or mobile phones.

## TRAVEL

Throughout the year there are a number of opportunities for pupils to go on trips as part of extra-curricular activities or related to their courses. The Keith Grammar School Fund is used to support the cost of transport. However, a minimal charge is made as follows:

Trips within Keith/Elgin/Speyside/Huntly area - £5

Trips to Aberdeen - £10

Trips to other places in Scotland - £15

# PROCEDURES MANAGING RELATIONSHIPS

## Our Relational Approach

The approach to managing relationships at Keith Grammar has the following attributes:-

It is a positive approach which:

- i. avoids apportioning blame and shame
- ii. encourages positive relationships with all in school which promotes success for all
- iii. leads up towards our goal, which is to make our school where our young people can be 'Ready', 'Safe', 'Respectful'
- iv. protects the rights of each pupil to learn and achieve.

## PRAISE BREEDS SUCCESS

In KGS all staff regularly try to recognise effort, good conduct and achievement at all levels.

How does the Praise and Reward System work at KGS?

- i. Regular positive feedback on learning profiles/logs and Show My Homework.
- ii. Invitation to Hot Chocolate Friday.

## A POSITIVE ENVIRONMENT PROMOTES GOOD LEARNING

All KGS staff work to create a calm but stimulating place in which to learn. To help us to achieve this goal, we use a transfer system where expectations are not met. Our expectations are that pupils should be ready, respectful and safe.

- i. To create a purposeful environment in the classroom
- ii. To encourage pupils to take the time and consider how their 'relationships' in the lesson are impacting on others through restorative discussions
- iii. To transfer pupils who are struggling to manage their mood
- iv. To encourage pupils to reflect on what happened
- v. To support pupils to repair the harm caused

## What happens to the very few pupils who do not manage their mood to an acceptable level in school?

Pupils who do not manage their mood in school will be given a 1<sup>st</sup> warning which is given verbally and recorded privately by the class teacher. If the pupil continues to struggle to manage their mood they will receive a 2<sup>nd</sup> warning which will be recorded on SEEMIS as a demerit. If the pupil continues to struggle to manage their mood and there is not an improvement the pupil will be transferred to another place to continue with their work.

Parents will be informed of transfers by text at the end of each day. Contact can be made with the PTG if there are any concerns around transfers.

Repeated 'transfers' will be monitored and support will be put in place to ensure that our pupils are learning to manage their mood and remain in class. This will be addressed in a restorative manner by the class teacher, Principal Teacher, PTG, SLT or our Inclusion Project Co-ordinator as appropriate.

SEEMIS will be the main way of recording 2<sup>nd</sup> warnings and transfers and this information will be monitored by Guidance staff and Senior Leadership Team – where we see a pattern emerging that causes us concern, then this also would lead us to contact parents.



Alternatives to Exclusion and Preventative to Exclusion are two ways in which we support our young people to reflect on how they can manage and meet our expectations to make the necessary changes to remain in class and be successful.

## **PARENTAL COMMUNICATION**

At KGS we appreciate the importance of early communication with parents when pupils are struggling to manage in class. We will inform you by phone call or text.

### **How will I know if my child has been transferred?**

- i. You will receive a text message from the school.

### **How will I know if my child has developed a pattern that is concerning?**

- i. You will receive a phone call from your child's Year Head/PTG.

### **What will I be expected to do?**

- i. Speak to your child about his or her behaviour.
- ii. Feel free to contact the school if you are concerned about your child's behaviour.

## **CONSEQUENCES**

Children are expected to respect the School Charter and our classroom expectations. Generally, children are made aware that they are responsible for their own actions, and that consequences will be put in place to allow them time to consider the situation and the impact it has had on others in the school.

- verbal warnings
- withdrawal of privileges,
- parents/carers discussions and agree future conditions, or
- reported to the Head Teacher or Depute Head Teacher
- exclusion from school
- lunchtime detention
- alternative/preventative to exclusion

**You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Moray Council – Education, Communities & Organisational Development, and the Police may also be involved.**

## **MISUSE OF ICT**

Any pupil misusing school ICT resources will have their access rights withdrawn for a reasonable period of time. In serious or repeated cases this may mean permanently which would have severe consequences for their educational experience.

Serious cases would also be reported to Moray Council – Education, Communities & Organisational Development, and the Police may be involved.



# SCHOOL UNIFORM

***ALL pupils should be wearing:***

Black skirt/trousers/shorts  
Predominately black shoes (need not be formal)  
Plain white shirt

School tie is provided and can be worn daily/for formal occasions

Black jumper/cardigan if required (optional; non-branded or with school logo if you still have this)

*In addition:*

S4-6 should wear shirt and tie daily  
Black blazer for S5/6 (optional)  
Prefect tie for those appointed

We firmly believe that school uniform not only encourages young people to be aspirational and responsible but also helps them feel part of our school community and ready for the business of the day: learning.

We believe school wear should be SIMPLE, AFFORDABLE and INCLUSIVE.

In session 2017-18 we consulted pupils and families about school wear and to reduce cost and replacing items so often, we decided to go for all black jumpers instead of the old system where S1-3 wore navy sweatshirts. However, navy sweatshirts are still acceptable until they wear out or are outgrown- whichever comes first!

In session 2018-19, having attended the Moray Cost of the School Day Conference, we decided to reduce the cost of school wear by removing school logo jumpers from our policy making it easier and cheaper for families to source black sweaters/ cardigans.

Since August 2016, Parent Council funds have allowed us to supply ties to students, and particularly, Prefects. We have also used Pupil Equity Funding to provide jumpers/ shirts for those in need of these items. If there is a difficulty with meeting any part of our school wear policy please contact the appropriate Principal Teacher of Guidance. School can help in various ways with individual circumstances or difficulties.

READY; RESPECTFUL; SAFE.

## PE DEPARTMENT POLICY ON KIT

A change of clothing is essential for a safe and healthy experience in Physical Education. A change of top, shorts and footwear is mandatory. In certain circumstances, pupils may also need a one-piece swimming costume/swimming shorts, and a towel. In the event of inclement weather, football boots and a tracksuit/waterproofs may also be worn outside. Pupils will be advised of any other clothing or equipment they might need in exceptional circumstances.

# CLOTHING GRANT

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
- 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 £7,500
- Support under Part VI - Immigration & Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £625

If you are aged 16-18 years old, you may make a claim for free school meals and clothing grants, in your own right, if you receive any of the benefits that make you eligible.

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

# ATTENDANCE

Section 30 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).

All parents have a responsibility to ensure that their children who are enrolled at KGS attend school. All absences must be covered by an explanation from the pupil's parent/guardian. This should be done by phoning the special telephone number (01542 880171) before 8.55a.m. on the first date of absence and leaving a message. If a pupil is absent and no phone call has been received, our computerised system will send a text to the nominated mobile number. This gives parents the security of knowing that if their son or daughter is not at school they will be informed.

Schools have a responsibility to ensure that every absence is covered by an explanation. Tutors, Guidance staff and Senior Management regularly monitor absence patterns and will contact parents if concerns arise. In extreme situations, the Moray Council officials may be involved if absences are affecting a pupil's progress.

If it is known in advance that a pupil will have to miss a day, the school office should be advised. Emergency pre-arranged absences (e.g. a newly made dental or doctor's appointment) can be made by the pupil informing the office before 8.45a.m.

It is recognised that some parents' holiday patterns may involve making arrangements during term time. However, we would request that taking pupils off school for holidays should be avoided if at all possible. This will help to ensure that disruptions to your son or daughter's education are kept to a minimum. Should it prove necessary to holiday during the school year, please contact your child's Guidance teacher or tutor beforehand. Pupils out of school for holidays must take responsibility for finding out about work that has been missed and catch up as quickly as possible. We are required to record such absences as being unauthorised, in the same category as truancy.

Students in S6 are considered to be young adults. They are allowed to complete an absence form for themselves rather than obtaining a parent's signature. Any pupil or student leaving the school during any period or at interval must sign out at the school office. This allows us to account for all members of the school should an emergency evacuation become necessary.

# PUNCTUALITY

All pupils and students are encouraged to develop good habits of punctuality.

Guidance and Senior Management staff monitor patterns of lateness and parents will be informed of any concerns. Detentions may be issued if a pupil or student is late more than 3 times in a term.

# KEITH AGAINST BULLYING (KAB)

"We openly recognise bullying as being a problem. Our aim is to share information and act upon it. We actively pursue a culture which encourages children and adults to "SHARE & TELL" their fears.

Our mission is to tackle bullying wherever it exists and to challenge the view that bullying is an inevitable feature of school life and experience".

Keith Against Bullying is the anti-bullying slogan adopted by KGS pupils to convey the message that we are proactive in our approach to tackling what is recognised as a nationwide problem in schools today. Our anti-bullying policy was formulated in co-operation with our ASG Primary schools, established a shared philosophy, common methods and strategies for children from P1 to S6. Copies of our Anti-Bullying policy are available from the school.

Information leaflets for parents and pupils are issued annually to new S1 parents along with the Helpline Card – a handy reminder about who to contact when help or advice is required.

**If a pupil is subject to Cyber bullying using mobile phones, e-mail or social networking sites parents are advised to "Report Abuse" on the site, report this to the Police as well as informing the relevant Principal Teacher of Guidance where the incident may impact on the child's wellbeing and learning.**



# KAB LINE

Keith Against Bullying



See it... Hear it... Report it

## TEXT

# 07525 761714



Aspirational – Respectful – Healthy – Responsible

# ILLNESS & ACCIDENTS

Any pupil who becomes unwell during school hours will be taken to the office or the medical room. Our help there will be of the type a parent would give. If it is thought necessary, we will contact the parent and ask them to make arrangements for collection of the pupil concerned. It is therefore important that we have up-to-date emergency contact numbers. If a child needs emergency treatment at Turner Memorial Hospital every effort will be made to contact the parents.

It should be emphasised that any pupil feeling unwell must **not** leave the school without permission, but should report to the office in the first instance. The issue of paracetamol tablets to pupils is now not permitted by Moray Council. If paracetamol is required for a particular child then it should be prescribed in the usual way by the child's GP.

# MEDICINES IN SCHOOL

Whilst school staff have a general duty regarding health and safety, it is NHS Grampian who have 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 that 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 do not fall into this category and will therefore not be administered on pupil request.

# CHILD PROTECTION

In child protection matters The Moray Council is guided by the North East of Scotland Child Protection. 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."

The Child Protection Coordinator for KGS is Laura Main, Depute Head Teacher and any Child Protection concerns can be passed on to her to ensure guidelines and protocol are followed.

## **MOBILE PHONES**

Pupils are allowed to bring mobile phones to school. However, pupils must look after these (and other belongings) as the school can take no responsibility for any loss or damage. They may be used in the hall or canteen at interval or lunchtime but phones must not be used to record the image or voice of another person without their explicit permission. At all other times, phones should be switched off and kept safely out of sight, unless they are being used as part of learning and teaching at the discretion of teaching staff. Any breach of these rules will lead to confiscation for the remainder of the day. If a pupil has their phone confiscated on more than one occasion, parents may be invited in to school to collect it. In some circumstances a pupil may be instructed not to bring the phone to school again.

## **RELIGIOUS OBSERVANCE CHAPLAINCY TEAM**

At Keith Grammar School we are extremely fortunate to have enjoyed a highly supportive chaplaincy team comprising ministers from Church of Scotland and Holy Trinity Church.

The team, which meets with Mrs Main, plan whole school services for Christmas and Easter and also continued participation by the clergy in assemblies. All parents have the right, on grounds of conscience, to withdraw their children from religious observance and/or religious & moral education. If you are considering exercising this right, you are invited to contact the Head Teacher to discuss the situation.

# TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government 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 collected by local authorities and the Scottish Government. Pupil names and addresses are collected by the school and education authority but they are not passed to the Scottish Government. 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 the Scottish Government. 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, the Scottish Government 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 the Scottish Government, 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](http://www.scotxed.net).

The Scottish Government works with a range of partners, including Her Majesty's Inspectorate of Education (HMIe) and the Scottish Qualifications 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 the Scottish Government, 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 details about ScotXed data exchanges are available on the ScotXed website, [www.scotxed.net](http://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](mailto:peter.whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, the Scottish Government, Area 1B, Victoria Quay, Leith, EH6 6QQ. You can also contact the ScotXed Co-ordinator for Moray at:

Education & Social Care, The Moray Council, Council Offices, High Street, Elgin IV30 1BX

Telephone 01343 563374, email [EducationalServices@moray.gov.uk](mailto:EducationalServices@moray.gov.uk)

# DATA PROTECTION ACT

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

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

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

More information is available on the Moray Council Internet site at:  
[http://www.moray.gov.uk/moray\\_standard/page\\_75569.html](http://www.moray.gov.uk/moray_standard/page_75569.html)

# SCHOOL TRANSPORT

Keith Grammar School draws pupils from a wide geographical area, from Deskford in the north to Drummuir in the south, and from Rothiemay in the east to Mulben in the west. Transport therefore plays a large part in school life, with around 200 pupils relying on school transport. 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.

Normal day-to-day transport is provided by seventeen separate contracts. Buses arrive in the morning at various times between 8.15 and 8.30 but all buses leave the car park at 3.45p.m. Monday – Thursday and 1.30p.m. on Friday. Transport is also made available for away sports fixtures and for curricular visits.

Safety on school buses is of paramount importance, and good behaviour is essential at all times. All buses are now provided with seat belts, and these must be worn at all times. Any pupil who refuses to wear a seat belt, or shows persistently bad behaviour, will have their bus pass withdrawn and alternative transport arrangements will have to be made by their parent/carer.



# ADVERSE WEATHER SCHOOL CLOSURES

In the event of the school having to close early buses will be called and pupils sent home. In the event of buses not being able to run those with emergency addresses in Keith will be sent to these. All pupils who live outside the town should supply the school with an emergency address in town or an address on the bus route if they live off the road.

In the event of weather being adverse in the morning the school emergency number will be updated as soon as possible. Moray Firth Radio will also be informed.

Details of school closures will also be posted on the Moray Council website, [www.moray.gov.uk](http://www.moray.gov.uk), School Closures page.

The School Snow Information Line Number is:

Tel. 0870 054 9999 (Pin Code: 031040)

Calls to this number will be charged a 2p per minute service charge plus your call providers access charge.

Press 1 – to hear severe weather information

Press 2 – to hear a non-urgent message

Press 3 – to hear general school information

Press 4 – to enter a different school PIN number

Press ~ - to end call

## APPENDIX A

<p align="center"><b>Moray Council</b>  <b>Education, Communities &amp; Organisational Development</b></p>	
<p><b>Address:</b> Council Office, High Street, Elgin IV30 1BX  <b>Telephone:</b> 01343 563374  <b>Email:</b> <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a></p>	<p><b>Hours:</b> 8.45am - 5.00pm Monday to Friday  <b>Website:</b> <a href="http://www.moray.gov.uk">www.moray.gov.uk</a></p>

Updated 15/10/2019

<b>Moray Council A-Z</b>		
Active Schools	Telephone:	01343 563890
	Email:	<a href="mailto:Active.schools@moray.gov.uk">Active.schools@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52055.html">www.moray.gov.uk/moray_standard/page_52055.html</a>
Additional Support for Learning	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42567.html">www.moray.gov.uk/moray_standard/page_42567.html</a>
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://schoolclosures.moray.gov.uk/">http://schoolclosures.moray.gov.uk/</a> <a href="http://www.moray.gov.uk/moray_standard/page_53021.html">www.moray.gov.uk/moray_standard/page_53021.html</a>
After School Clubs	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_services/page_44889.html">www.moray.gov.uk/moray_services/page_44889.html</a>
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	<a href="mailto:enquiries@ceas.uk.com">enquiries@ceas.uk.com</a> (Children's Education Advisory Service)
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_100164.html">www.moray.gov.uk/moray_standard/page_100164.html</a>
Attendance and Absence	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>
Childcare	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	<a href="mailto:childrensaccesssteam@moray.gov.uk">childrensaccesssteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	<a href="mailto:childrensaccesssteam@moray.gov.uk">childrensaccesssteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a>
Clothing Grants	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>

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



