

PORTGORDON PRIMARY SCHOOL

HANDBOOK 2012

Inspire

•

Include

•

Improve



The Moray Council
Education & Social Care

learning to live
living to learn



Portgordon Primary School

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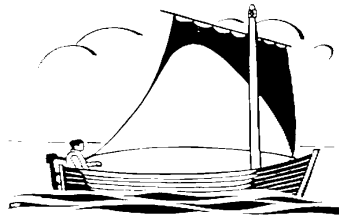
School Telephone Information Line: 0870 054 9999

School PIN Number: 031 430

www.moray.gov.uk

The information contained within is believed to be correct at the time of publication. Parents will be informed of any changes as and when they occur throughout the year.

8th December 2011



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Introduction

This booklet is designed to be a brief guide to Portgordon Primary School and as such I hope you find it useful.

Portgordon Primary School welcomes a wide variety of pupils and promotes a happy and friendly school community.

The school is committed to ensuring that children's needs are met and parents can be assured that children will settle quickly and comfortably into the school environment.

At all stages pupils are encouraged to develop their self confidence and gain in independence. Parents are encouraged to participate fully in their child's academic and social development.

Parents are welcome to telephone or call the school at any time should queries or concerns arise.

Welcome to Portgordon Primary School.

Mrs Elizabeth Rennie
Head Teacher



Moray Council Education & Social Care



Our Mission: “Learning to Live, Living to Learn”

Our Aims:

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

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

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

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 This booklet is also available in other languages.

The Director of Education & Social Care, Mr Sandy Riddell, can be contacted at Education & Social Care, The Moray Council, Council Office, High Street, Elgin IV30 1BX

Portgordon Primary School – Vision and Values

In a safe, secure environment, we aim to stimulate and challenge our whole school community to become confident, responsible, successful and effective citizens.

Portgordon Primary School

For



the pupils, the school, the community

We encourage active learning opportunities for pupils who will be motivated and interested in achieving their full potential.

We work towards raising attainment through consistent, progressive and meaningful learning experiences.

We encourage positive attitudes to self and others, promoting courtesy, good manners and respect through effective communications.

We welcome the opportunities to involve parents and carers in their child's education, as well as being a part of the wider school community.

Staff List

Head Teacher
Principal Teacher
Teaching Staff

Mrs E Rennie
Mrs D Thomson
Mrs L Hunter
Miss L Greig
Miss B Stronach
Mrs D Christenson-Main(ASN)
Mrs L Bain (ASN)

Senior Nursery Nurse
Nursery Nurse
School Chaplains

Mrs W Grant
Mrs L Brady
Mr W Aitken
Rev A Macgregor

Visiting Specialists
Art:
Music:
Recorder Instruction
P.E.

Mrs J Green
Miss L Tulloch
Mr E Friday
Mr T Custodio

Pupil Support Staff:

Mrs L Brady
Mrs K Calder
Mrs C Edwards
Mrs E Skinner
Mrs D Cowie
Mrs L Innes

Janitor:

Mr G Pirie

Primary School Administrator: Mrs S Hay

Catering Assistant:

Mrs J Burgess

Cleaners

Mrs L Thomson
Mrs J Wallace

School Hours

P1 - P3: 9.00 - 10.45
 11.00 - 12.15
 1.15 - 2.45

P4 - P7: 9.00 - 10.45
 11.00 - 12.30
 1.15 - 3.00

During morning interval and lunch times pupils are supervised in the playground and in the dining hall.

Term Dates

SCHOOL TERM AND HOLIDAY DATES - SESSION 2010/2011 (all dates inclusive)	
Autumn Term starts	<i>In-Service Closure - Monday 15th August 2011</i> Tuesday 16th August 2011
Autumn Term ends	Friday 7th October 2011
<i>Autumn Holiday starts</i>	<i>Monday 10th October 2011</i>
<i>Autumn Holiday ends</i>	<i>Friday 21st October 2011</i>
Winter Term starts	Monday 24th October 2011
Winter Term ends	<i>In-Service Closure: 21st November 2011</i> <i>In-Service Closure: 22nd November 2011</i> Wednesday 21st December 2011
<i>Christmas Holiday starts</i>	<i>Thursday 22nd December 2011</i>
<i>Christmas Holiday ends</i>	<i>Wednesday 4th January 2012</i>
Spring Term starts	Thursday 5th January 2012
Spring Term ends	<i>Mid Term Holiday: Friday 10th February 2012</i> <i>Mid Term Holiday: Monday 13th February 2012</i> Friday 30th March 2012
<i>Spring Holiday starts</i>	<i>Monday 2nd April 2012</i>
<i>Spring Holiday ends</i>	<i>Friday 13th April 2012</i>
Summer Term starts	Monday 16th April 2012
Summer Term ends	<i>May Day Holiday: Monday 7th May 2012</i> <i>In-Service Closure: Thursday 17th May 2012</i> <i>In-Service Closure: Friday 18th May 2012</i> <i>Queen's Jubilee: Tuesday 5th June 2012</i> Thursday 28th June 2012
Plus one occasional day – Monday 11th June 2012	
These dates are available from The Moray Council web site : www.moray.gov.uk	
School Term and Holiday Dates - Session 2012/2013 (all dates inclusive)	
Autumn Term starts	<i>In-Service Closure - Monday 20th August 2012</i> Tuesday 21st August 2012
Autumn Term ends	Friday 12th October 2012
<i>Autumn Holiday starts</i>	<i>Monday 15th October 2012</i>
<i>Autumn Holiday ends</i>	<i>Friday 26th October 2012</i>
Winter Term starts	Monday 29th October 2012
Winter Term ends	<i>In-Service Closure: 19th November 2012</i> <i>In-Service Closure: 20th November 2012</i> Friday 21st December 2012
<i>Christmas Holiday starts</i>	<i>Monday 24th December 2012</i>
<i>Christmas Holiday ends</i>	<i>Friday 4th January 2013</i>
Spring Term starts	Monday 7th January 2013
Spring Term ends	<i>Mid Term Holiday: Friday 15th February 2013</i> <i>Mid Term Holiday: Monday 18th February 2013</i> Thursday 28th March 2013
<i>Spring Holiday starts</i>	<i>Friday 29th March 2013 (Good Friday)</i>
<i>Spring Holiday ends</i>	<i>Friday 12th April 2013</i>
Summer Term starts	Monday 15th April 2013
Summer Term ends	<i>May Day Holiday: Monday 6th May 2013</i> <i>In-Service Closure: Thursday 16th May 2013</i> <i>In-Service Closure: Friday 17th May 2013</i> Friday 5th July 2013
Plus one occasional day to be agreed prior to the start of the term.	
These dates are available from The Moray Council web site : www.moray.gov.uk	

Admission

Registration is simply a process whereby a parent indicates to the education authority that their child is being presented for education.

Enrolment is the actual process of placing a child's name on the roll of the school.

Enrolment is carried out any time between January and starting school for a child's first admission to school or at the point of joining a new school.

"Every request to be enrolled at a school managed by the Education Authority in Moray shall be deemed to be a placing request in terms of the legislation."

Priority is given to children who reside within the delineated zone.

Primary 1 Children who will be 5 years old on or before the last day of February in the same school session may start school in the August. However parents may defer entry to Primary 1 if their child is not yet 5 years old on the first day of the school year and they consider that the child is not ready socially, emotionally or academically for full time education.

All Primary 1 pupils starting in August will participate in an induction programme which should ensure a smooth entry to school.

Senior pupils act as "buddies" to support and assist the new pupils become familiar with the school environment.



Curriculum

We embrace 'Curriculum for Excellence' and it is our aim to enable all our young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

We are reviewing our curriculum in line with guidance issued.

Effective learning requires a variety of learning and teaching approaches. In Portgordon Primary the following approaches will be used:

- Interactive learning and teaching
- Individual work
- Small group work
- Class work
- Teacher directed activities
- Cross-curricular links
- Extra-curricular activities

All schools in Scotland are now fully embracing Curriculum for Excellence. The national Curriculum for Excellence Management Board prepared the following message in Nov 2009 to give parents/carers an overview of national progress and development.

Curriculum for Excellence

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

Curriculum for Excellence is now being 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 will support 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.

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

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy from 2012/13 and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that's needed. There will be 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.

Curriculum for Excellence – A brief introduction to:

Curriculum Areas

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies



It is the responsibility of all teachers/practitioners to teach:

- Health and wellbeing across learning
- Literacy across learning
- Numeracy across learning

What does this mean?

Health and Wellbeing across learning:

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher, to contribute to learning and development in this area.

(Building the Curriculum 1)

Literacy across learning:

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum.

(Building the Curriculum 1)

Numeracy across learning:

All teachers have responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers will need to plan to revisit and consolidate numeracy skills throughout schooling.

(Building the Curriculum 1)

All schools, working with their partners, need to have strategies to ensure that all children and young people develop high levels of numeracy skills through their learning across the curriculum.

Curriculum Areas

Expressive Arts:

- Art and design
- Dance
- Drama
- Music

This framework of experiences and outcomes provides children and young people with opportunities to be creative and imaginative.

Health and Wellbeing

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood



Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Languages

- Literacy and English
- Modern languages
- Classical languages
- Literacy and Gaelic

The three organisers within the Literacy and English, Literacy and Gaelic and Modern languages frameworks are:

- Listening and talking
- Reading
- Writing

In P6/7, pupils in Portgordon Primary gain experience in a foreign language. The Modern language currently being taught is French.

Mathematics

- Number, Money and Measure
- Shape, position and movement
- Information handling

The mathematics framework has a strong emphasis on the important part mathematics plays and will continue to play, in the advancement of society and the relevance it has for daily life,

Religious and Moral Education

Religious and Moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values.

The experiences and outcomes are structured within three organisers to enable teachers to plan learning about Christianity and other world religions, looking at:

- Beliefs
- Values and issues
- Practices and traditions

Religious Observation

Our school chaplains, Mr Aitken and Rev. Macgregor visit on several occasions over the school year. Sometimes the school chaplain will participate in Assembly on a Friday morning and at other times may work in class with pupils.

If you do not wish your child to take part in religious education or observance, you have the right to withdraw him/her. Your child will be given individual study work during these times.

Sciences

Through learning in the sciences, children and young people develop their interest in, and understanding of the living, material and physical world.

The key concepts have been clearly identified using five organisers.

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science



Through these organisers the framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Social Studies

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

The social studies outcomes have been structured under the three main organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business



Technologies

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications.

The technologies framework has six organisers, namely:

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

Homework

Following a consultation in Session 2009-10, pupils, staff and parents/carers all responded very positively to the importance of Homework. It was recognised that there are issues around completing Homework tasks but as a School Community we would work hard to ensure homework tasks are suitable for all, encouraging positive links between school and home.

Tasks include Literacy work (reading, spelling and phonics activities), Numeracy work (reinforcing number bonds and tables through games and activities), Learning Logs (encouraging independent learning and development of skills) and also an option to sign up for “Lexia Home Connection”, an online reading resource used in school.

Each pupil has a Homework Diary which should be updated daily. In the Early Years especially, we encourage parents/carers to sign this Homework Diary.

We value parental involvement in homework activities.

Assessment

Assessment within Curriculum for Excellence

Why we assess:

- to support learning
- to promote learner engagement
- to enable learners to have the best chance of success

When we assess:

- as part of ongoing learning and teaching
- from time to time
- at transition times

How we assess:

- by using a variety of approaches and a range of evidence to fit the style of learning
- by making assessment fit for purpose and appropriately valid, reliable and proportionate
- through partnership working

What we assess:

Application of the national standards and expectations of each learner's progress and achievements in developing:

- knowledge and understanding
- skills
- attributes and capabilities

(Adapted from 'Building the Curriculum 5: A framework for Assessment')
Teachers in Portgordon Primary School may still use "5-14 National Assessments" or similar as a means for checking on pupil progress, adding to the portfolio of evidence for individual pupil progress. Teaching methodologies which actively engage pupils should lead to better understanding.

Formative Assessment

Learners learn best when they clearly understand what it is they are trying to learn and what is expected of them.

We have been using a variety of formative assessment strategies with our pupils. There are four key elements of formative assessment:

- Sharing learning outcomes and success criteria
- Quality questioning and effective engagement strategies
- Better feedback
- Self and peer assessment

Formative Assessment.....This is what it should look like:

Learning outcomes and success criteria are shared with the pupils at the beginning of lessons. They are written somewhere so that the pupils can easily refer to them.

Lessons stop before the end of the session to review and discuss the learning outcomes and success criteria. This ensures quality learning has taken place.

Probing questions that promote thinking are asked.

Every pupil is engaged in the lesson.

Pupils really learn from feedback.

Pupils know where they are and identify their next steps in learning themselves.

Formative assessment is all about pupils having ownership of their work and of how to make it better!

Reporting

Soon after the October holidays, parents/carers have the opportunity to meet with their child's teacher to discuss progress. A short "Interim Profile", completed by the pupil, class teacher and head teacher is used as a focus for this meeting. In the Summer term a pupil report is sent home. Following that report, pupils and parents/carers will have the opportunity to meet in school to share in the pupil's individual "Self Evaluation" folder, containing a record of work and evidence for the Year. This will be the focus for discussion during the interview with the class teacher.

Attainment

Staff meet regularly with the Head Teacher to monitor individual pupil progress and attainment. In order to gather good quality evidence of learners' progress through relevant experiences, staff will plan to use a range of approaches that reflect the breadth, challenge and application of learning and the wide range of skills being developed. The active involvement of children and young people in assessment is essential to ensure they have a well-developed sense of ownership of their learning and help one another.

(BtC5)

After School Clubs

The range and number of activities offered is dependent upon the expertise and availability of instructors. Staff and parents are welcome to participate in coaching extra-curricular activities. A list of current After School Clubs is available from the school office.

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).

If your child is not able to attend school, you should contact the school by 9.30am on the day of absence, preferably by telephone on **01542 831198** or by telephoning the school information line on **0870 0549 999 PIN NO. 031 430** and leave a message to advise us of the reason for the absence and the likely date of return to school. You may of course send another member of the family to school with a note giving details of absence.

The attendance register is checked daily at the beginning of the morning and afternoon sessions. If your child is found to be absent and we have not been advised by you of their absence, then we will contact you by telephone to alert you to this. If we cannot immediately make contact with you then we will contact the person you have named as your family emergency contact.

The Scottish Executive defines Unauthorised absence as:-

- unexplained absences
- truancy
- most family holidays

School attendance has a significant impact on learning and teaching and levels of attainment therefore for pupils to do well it is essential that they have as few absences as possible.

Behaviour

Promoting Positive Behaviour

The Portgordon Primary School Behaviour Policy aims to teach pupils to choose responsible behaviour and, in doing so raise their self-esteem and increase their academic success.

The policy aims to be a fair and consistent way of establishing a safe, orderly, positive environment in which teachers teach and pupils learn.

It makes clear the behaviour which is expected from our pupils; what the pupils can expect from the teachers/staff in return; and what will occur if the pupils choose not to follow or comply with those expectations.

The policy consists of 3 parts:-

Rules that the pupils must follow at all times

Rewards that the pupils will receive for following the rules

Consequences that result when pupils choose not to follow the rules

RULES

Whole School Rules

We care for our school and our environment

We always walk quietly and calmly

We use everyone's proper name and show respect for other people and property

We keep our hands, feet and other objects to ourselves

We wear sensible and safe clothing

All walking and no talking in the Corridors

Keep to the left in the Corridors



Respect



What does respect look like?

What does respect sound like?

Good eye contact with adults and peers_

"Please" and "Thank you"

Putting hands up
me, "please!"

Knock on the door, "Excuse

Showing good manners towards adults and peers

Laugh with people, not at them

Always walking in and around the school

Say "Sorry"

Caring and sharing!

Use appropriate language

Eat with your mouth closed

"Pardon?" (not Eh?)

Demonstrate good table manners

Busy buzz!

November 2008

Class Rules

We always follow instructions
We begin work quickly and stay on task
We raise our hands to talk and share ideas
Only one person talking at a time
We always help and support each other

Carpet Rules

Sit on your bottom
Legs crossed
Arms folded or in lap
Eyes to the front
Sit where you can see

Rewards

A smile and a 'Well Done!'
DOLPHIN points
A DOLPHIN certificate
A DOLPHIN Recognition Award
Marbles in the jar and a class reward
A class raffle ticket weekly draw
Whole school termly raffle draw

Consequences

Verbal Warning
5 minutes "Time Out" in class
(broken rule written out - home for signature)
10 minutes "Time Out" in another class and letter to parents
(on third warning letter home - parental meeting)
SEVERE CLAUSE: Report to Head Teacher
Exclusion from school
A fresh start each day is encouraged

Children are expected to follow the school rules. Generally, children are made aware that they are responsible for their own actions, and that breaking rules will lead to consequences. Parents must note that this may result in exclusion from school.

It should be noted that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Educational Services, and the Police may also be involved.

Celebrating Success

Each week at assembly we celebrate pupil success. Individual successes are recognised at every opportunity.

Parents can play a large part in fostering in their children these habits of care, respect, courtesy and consideration. By ensuring regular attendance and care of books and materials, parents can help promote in their children the attitudes to people and property which are so important in any community.

Bullying

Considerable care and judgement needs to be exercised in responding to incidents of bullying. The crucial distinction is where the imbalance of power is such that the victim needs positive support and the bully needs to understand the damage caused.

Bullying may be verbal, physical or mental.

It is a persistent 'attack' by one or more pupils on another, or the deliberate exclusion of a pupil by others.

It is not an argument or disagreement between people, or the breaking up of friends

Bullying can only be addressed if we know it is happening so it is important to let us know.

Within school we endeavour to:-

- listen and reassure
- establish the facts
- deal with incidents
- apply appropriate sanctions
- ensure that everyone has the same understanding of what bullying is ensure that everyone is aware of procedures.

Health Care

Full first aid facilities are maintained in the school and pupils are informed to whom they should report in the event of a minor accident. A number of staff hold certificates in first aid.

ACCIDENTS AT SCHOOL

Minor incidents such as bumps and bruises are dealt with immediately by experienced staff. Once the 'patient' is comfortable staff complete a note of the incident to notify parents of what has happened and how the injury has been treated. Pupils take this letter home at the end of the school day. However should the incident give any cause for concern then parents are contacted immediately.

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

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

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

Should the parent/carer or emergency contact not be available, the child would be taken for care to the Accident and Emergency Unit at Seafield Hospital, Buckie.

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

ILLNESS AT SCHOOL

If a child becomes ill whilst at school we will in the first instance try to contact the parent or carer. If there is no response from the parent's contact number we will then contact the emergency contacts. *It is essential therefore that parents notify the school of any change in contact numbers.*

Child Protection

The Moray Council is guided by the North East of Scotland Protection Committee in Child Protection matters. The following statement applies to all Moray schools.

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

- Emotional abuse
- Domestic abuse
- Parental alcohol misuse
- Parental drug misuse
- Non-engaging family
- Parental mental health problems
- Child placing themselves at risk
- Child exploitation
- Physical abuse
- Emotional abuse
- Neglect
- Other concern/s

(Further information regarding these indicators of risk is available at <http://www.nescpc.org.uk/ChildProtection/CategoriesOfAbuse.asp>)

Where school staff have concerns about a pupil which suggests the possibility of abuse, then these concerns will be passed on to the designated Child Protection Co-ordinator in school, who will then discuss the concerns with a member of the Social Work Department (an Initial Referral Discussion – IRD) to determine what, if any, action needs to be taken. In these circumstances, parents will not normally be consulted first.”

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 circumstances, children may be required to walk up to 2 miles as appropriate.



Early Closure

Planned early closures may occur from time to time and in these instances parents will be notified well in advance.

Emergency closure due to power cuts or bad weather may well mean that parents will not always receive a warning that the school is closing. It is imperative therefore that the school has an up-to-date record of the child's :-

- a) Home address
- b) Home telephone number and mobile telephone number
- c) An emergency contact.

In the event of such a closure however, every effort will be made to contact parents and every care will be taken to ensure pupils are not sent into possibly dangerous conditions.

The automated Schools Information Line will be updated to inform you of any early closure. Moray Firth Radio will broadcast information about road conditions and school closures.

It is a condition of employment of hirers by the Education Authority that they undertake the following responsibilities in adverse weather conditions.:-

- a) To convey pupils to their home, *or*
- b) To leave them at a house where they can remain under shelter until they are called for by their parents, *or*
- c) To deliver them into the care of a responsible adult who will accompany them to their house, *or*
- d) To convey them, in the failure of a,, b, and c, back to school and place them in the care of the Head Teacher

Parental Involvement

❖ Friends of Portgordon Primary School Council

Following the implementation of The Scottish Schools (Parental Involvement) Act 2006, Friends of Portgordon Primary School Council was established in September 2007. This group, consisting of parents, staff and co-opted members has the following objectives:

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

Members of the school council serve for a period of two years, after which they may put themselves forward for re-selection if they wish. In the event that the number of volunteers exceeds the number of places, members will be selected by a vote.

The Annual General Meeting is held in September each year. The School Council will also take responsibility for fund raising efforts to support the school and a sub committee may be formed to assist with this.

❖ The Parents' Forum

This provides an opportunity for parents who wish to raise matters of an educational nature. Although flexible in the number of meetings the forum meets several times a year.

Its main aim is to share information with the wider parent body and encourage greater home school links through informative events such as parental workshops.

Pupil Council

The Pupil Council exists to ensure that pupils have an opportunity to get involved in the running of the school. It meets weekly and consists of members elected from Primaries 3, 4, 5, 6 and 7.

School Meals

School meals are prepared in the school kitchen at Cluny Primary and delivered to our canteen. All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack provision. Menus are displayed at the front door, in the corridor, in each classroom, and in the dining hall.

As in the rest of the school a high standard of behaviour is expected in the dining hall. Pupils are encouraged to be sociable, considerate and to use good table manners. Lunchtime auxiliaries supervise pupils in the corridors, and in the dining hall. Any pupil who misbehaves is reported to the Headteacher.

The early stages (P1, P2 and P3) have their lunch at 12.15pm whilst children in P4-P7 go for lunch at 12.30pm.

Meal tickets can be purchased at breaktime. They are on sale in the playroom every morning between 10.45am and 11.00am. They presently cost £2.00 per ticket. Books of 10 tickets can be purchased for £20.00. Cheques should be made payable to **“THE MORAY COUNCIL.”**

Free school Meals

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

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £15,860 (as assessed by the Inland Revenue)
- Parents or carers who are in receipt of both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6420

If you are between 16 and 18 years old and receive any of these benefits on your own right, you can claim free school meals for yourself.

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

Application forms are available from the school.

Packed Lunches

Children can, if they wish, take a packed lunch. These should be brought to school in a proper container, with drinks in a non-glass, water-tight container.

In the morning, before the 9 o'clock bell, pupils place their packed lunch box on a trolley shelf in the dining area where it is kept as cool as possible until lunchtime. Packed lunch boxes are returned to the shelves until they are collected by pupils prior to the end of the school day.

Uniform

With the support of the vast majority of parents, the school follows a policy of actively encouraging the wearing of school uniform. During the year, there are opportunities to buy jogging suits, fleeces and sweatshirts with the school logo. The uniform is:-

BOYS	Navy jersey or school sweatshirt Navy or grey trousers	White shirt or polo shirt School tie when appropriate
GIRLS	Navy jersey, cardigan or school sweatshirt Navy or grey skirt, pinafore or trousers	White blouse or polo shirt School tie when appropriate

In the interests of safety and freedom of movement, children should wear the following for Physical Education.

Close fitting T-shirt, preferably light plain/self coloured.
Games shorts, plain/self coloured.
Gym shoes

Sweatshirts, polo shirts, ties and schoolbags can be purchased from the school office.

Please **mark clearly all items of clothing and gym shoes** as this helps to identify any 'lost property'.

Clothing Grants

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

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £15,860 (as assessed by the Inland Revenue)
- Parents or carers who are in receipt of both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6420

If you are between 16 and 18 years old and receive any of these benefits on your own right, you can apply for a clothing grant for yourself. You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

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

Designated Secondary Schools

On completion of their primary education, the great majority of our pupils will transfer to Buckie Community High School.

School address:- Buckie Community High School
West Cathcart Street
Buckie
Moray
AB56 1QB

Head Teacher: Mr D Strachan (Acting) Tel: 01542 832605
Buckie Area Schools Group (ASG)

Buckie High School	-	Mr D Strachan (Acting)	01542 832605
Cluny Primary School	-	Miss C Wood	01542 831417
Cullen Primary School	-	Mrs M Hendry	01542 840279
Findochty Primary School	-	Mrs J Morison	01542 832287
Millbank Primary School	-	Mrs I Greig	01542 831113
Portgordon Primary School	-	Mrs E Rennie	01542 831198
Portessie Primary School	-	Mrs A Vass	01542 832288
Portknockie Primary School	-	Miss K Murray	01542 840244
St Peter's Primary School	-	Mrs A Feeley (Acting)	01542 831339

School Pupil Insurance

No insurance cover is held by The Moray Council to provide automatic compensation to pupils in the event of 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 however 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 employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention 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 this possibility.

Offensive Weapons (Real, replica or toy)

Pupils must not bring any form of weapons to school, be they real, replica or toy (for example toy 'BB' guns). If staff become aware of the presence of a weapon (whether real or toy) the item will be confiscated and held securely in the school office. Parents/carers will be informed and asked to visit the school as soon as possible to discuss the matter. We have a duty to report any such incidents to Grampian Police.

Mobile Phones

Mobile phones must be switched off during all class times. The taking of photographs and video footage is strictly forbidden unless prior agreement of the subject has been obtained. It is recognised that parents and pupils do have legitimate needs with regard to contact via telephone. However any alteration to normal arrangements at the end of the school day must be communicated by parents directly to the school and not directly to the pupil.

Information for Parents and Carers

INFORMATION LEAFLETS – A series of leaflets has been produced by Education & Social Care for parents and carers. These leaflets are available from the school or the Moray Council Internet site.

http://www.moray.gov.uk/moray_standard/page_42708.html

LEAFLETS produced by Portgordon Primary School are available from the school and give information about issues such as Positive Behaviour, The Playground, Wet Weather.

NEWSLETTERS are issued regularly and are sent home via pupils. These newsletters keep parents and carers informed of school activities and any special announcements such as early closing.

EBOARD-Our school website:
www.portgordon.buckiehigh.site.eboard.com
Password - "portgordon"

The SCHOOL INFORMATION LINE 0870 0549 999

PIN No. 031 430 is updated regularly and gives general information as well as emergency information regarding adverse weather conditions.

CONTACT THE SCHOOL at any time should you have any concerns or queries about a child or the school in general.

PARENTAL CONSENT for school trips or visits is requested prior to any trips outwith the local area. A local area consent form is completed and held in the pupil file at the start of every new session.

PARENT & PUPIL CONSENT is requested when the child enters schools for permission for use of the Internet and Email system available in school.

Portgordon Nursery

The Nursery is very much a part of the school and provides pre-school education for 3 and 4 year olds. There is a separate handbook giving further information about the Nursery. The handbook is available from the school office.

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

Education Authority: Moray

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	6,342
Total School Running Costs at April 2011 (£)	21,147,009
Cost per Pupil (£)	3,334

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance s(Pupil Half Days)	328403	320205	316299	335570	316989	349458	359021	2325945
Percentage Authorised Absences	4.2	4	3.6	4	3.7	4	3.9	3.9
Percentage Unauthorised Absences	0.7	0.9	0.8	0.8	0.7	0.8	0.7	0.8

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	18.2	17.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	364,284
Total School Running Costs at April 2011 (£)	1,490,002,771
Cost per Pupil (£)	4,090

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	18951308	19116971	18672816	18136151	18404407	18748517	19075039	131105209
Percentage Authorised Absences	4.2	4.1	3.9	3.8	3.8	3.9	3.9	4
Percentage Unauthorised Absences	1.2	1.2	1.3	1.3	1.2	1.3	1.2	1.2

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	19.4	19.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

School: Portgordon Primary School	Id No.: 300 - 5208122
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Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	66
Total School Running Costs at April 2011 (£)	260,738
Cost per Pupil (£)	3,951

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	3446	**	3912	**	2548	4910	3276	22146
Percentage Authorised Absences	1.7	**	1.9	**	3.4	5.1	3.3	3.1
Percentage Unauthorised Absences	0.3	**	0.7	**	0.4	0.6	0.7	0.6

Key to Symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	18	14.3

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.