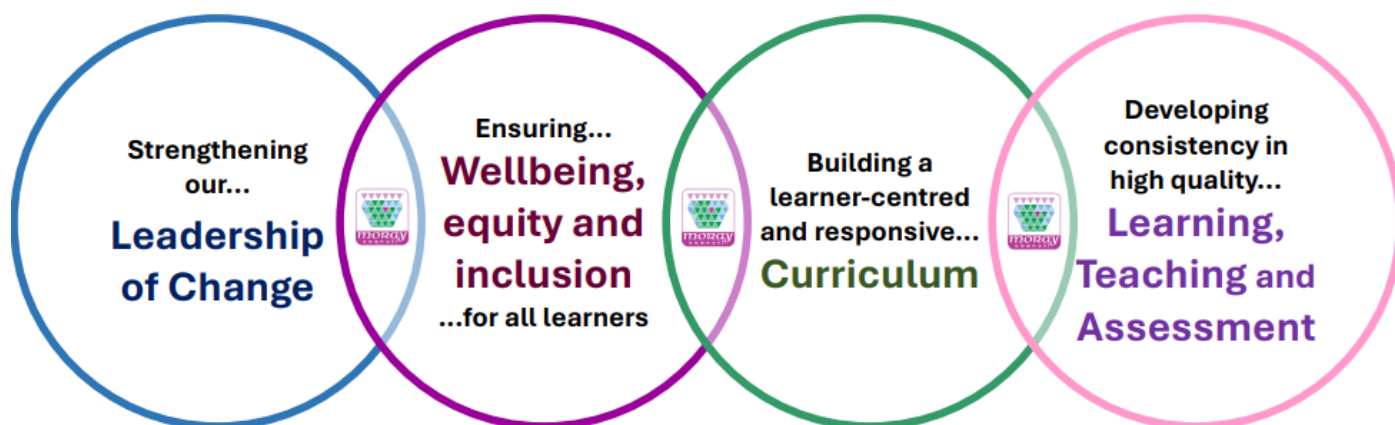




Cullen Primary School

School Handbook 2025 - 2026



← Our core Moray Education values →

Growth	Respectful	Experiences	Achieving	Teamwork
Embracing new challenges, seeking out opportunities to learn and develop and continuously improving our skills, knowledge and understanding	Where we accept others for who they are, even when they are different from us or we don't agree. Respect in relationships builds feeling of trust, safety and wellbeing.	Through service to our settings, schools and wider community, we ensure high quality interactions and experiences for all.	We promote individual and collective success through growth mindset, determination and resilience in order to achieve our goals.	Where we recognise that when we build on individual skills and talents working towards a common purpose, we can achieve great things together in Moray.

...a better future for all Moray's children

Moray Council Education, Housing & Communities – 01343 563374

www.moray.gov.uk

Date of issue: 8 December 2025

(The information contained within this handbook is correct at the time of publication and is updated annually.

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Introduction

Cullen Primary School and Nursery is located in the village of Cullen, six miles east of Buckie on the Moray Firth coast. Located in Old Church Road, the main building of the school, built in 1970, caters for classes P1-7 and currently has a role of 92 pupils. Adjacent to the main building sits the Nursery which is managed by a Nursery Manager. The Nursery Manager regularly meets with the Head Teacher ensuring strong links are maintained which eases transition between the two settings.

The school is set on the edge of Cullen and enjoys open space and large playing fields with a variety of outdoor learning opportunities under development. The children enter school via the side entrances leading into two cloakroom areas, whilst the main entrance and reception area are at the front of the school adjacent to the staff carpark. The school is currently undergoing extensive refurbishment works and the Head Teacher communicates changes to access points in a timeous manner. It is an exciting time for the school, with superb learning opportunities to bring skills to life.

At Cullen Primary we believe that every child is an important individual with key strengths, qualities, interests and needs. To ensure that the school is a happy, secure and successful place for our children we need the support, understanding and involvement of parents and carers. The purpose of the school handbook is to give an overview of the school and answer some of the frequently asked questions.

Contact Details:

Cullen Primary School

Address:	Old Church Road, Cullen AB56 4UZ
Telephone number:	School 01542 840279/Nursery 01542 841977
Cullen School Kitchen:	01542 841667
E-mail Address:	admin.cullenp@moray-edunet.gov.uk
Website:	www.moray.gov.uk

School Information line:

This is an automated system that will provide information on school closures: 0870 054 9999
(pin number: 031190)

School Information

The school day

The bell rings at 9.00am for the start of our school day and the day finishes at 3.00pm. Break is at 10.40am – 10.55am with lunch from 12.30pm – 1.15pm.

School Term Dates are available on the internet at the Moray Council at

<http://www.moray.gov.uk/downloads/file123291.pdf>

School Calendar 2025-2026

Autumn

In-Service Closure: Monday 18 August 2025

In-Service Closure: Tuesday 19 August 2025

Term starts: Wednesday 20 August 2025

Term ends: Friday 10 October 2025

Autumn holiday: Monday 13 October 2025 - Friday 24 October 2025

Winter

Term starts: Monday 27 October 2025

In-Service Closure: Monday 10 November 2025

In-Service Closure: Tuesday 11 November 2025

Term ends: Friday 19 December 2025

Christmas holidays: Monday 22 December 2025 - Friday 2 January 2026

Spring

Term starts: Monday 5 January 2026

In-Service Closure: Thursday 12 February 2026

Mid Term Holiday: Friday 13 February 2026 and Monday 16 February 2026

Term ends: Friday 27 March 2026

Spring holiday: Monday 30 March 2026 - Friday 10 April 2026

Summer

Term starts: Monday 13 April 2026

May Day Holiday: Monday 4 May 2026

Term ends: Thursday 2 July 2026

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

- Buckie High School ASG - Tuesday 17 February 2026
 - Elgin Academy ASG - Tuesday 17 February 2026
 - Elgin High School ASG - Tuesday 17 February 2026
 - Forres Academy ASG - Tuesday 17 February 2026
 - Keith Grammar School ASG - Monday 1 June 2026
- Lossiemouth High School ASG - Tuesday 17 February 2026
- Milne's High School ASG - Tuesday 17 February 2026
 - Speyside High School ASG - Monday 1 June 2026

Staffing

There are currently four primary classes within our school. Our Head Teacher, Mrs Carene Hay, is supported by a team of full time and part time teachers and support staff. Our music specialist supports music once a week. Our Support for Learning (SfL) teacher provides learning support for children with additional needs.

Class Organisation for 2024-2025:

P1/2 Mrs M Stables	P6/7 Mr C Barron (Acting Principal Teacher)
P3/4 Miss L Mair	Music: Ms J Young/ Mrs J Alexander
P5/6 Miss Chesney (maternity cover)	Support for Learning: Mrs E Chatley
McCrone cover: Miss P Cushion / Ms J Young	
Head Teacher	Mrs C Hay

Admission to Primary School

Prior to a child starting at Cullen Primary School, we welcome parents and children to visit the school and to spend time with the Head Teacher. An appointment can be made so that there is enough time to tour the school as well as have time to ask questions, and for the child/children to spend a little time in the class they will join. For children entering Primary 1, we have carefully arranged induction and transition plans.

Children entering Nursery

The Nursery provision of Cullen Primary School is an integral part of the school. It is run by the Education Authority and the curriculum is reviewed through regular discussion between the Nursery Staff and the Nursery Manager. In addition, we promote liaison between staff in relation to the Nursery curriculum and the P1 curriculum. The Nursery has its own vision and aims for children of this particular age group.

Children entering Primary 1

In accordance with The Moray Council's Admission Policy, parents are invited to register and enrol children during a week in January, identified by the authority. However, children for Primary 1 can be enrolled up to August. Generally, children in Scotland start school when they are aged between four-and-a-half and five-and-a-half. The date that children are eligible to start school is dependent on the date of their fifth birthday:

- If your child's birthday is on or between 1 March-31 August, your child will usually start school in the August (the beginning of the Autumn term) of the year they turn 5.
- If your child's birthday is on or between 1 September- last day in February, your child will usually start school in the August (the beginning of Autumn term) in the year before they turn 5. Children can be deferred through discussion with the nursery manager.

Details of registration/enrolment are published in the local press and they are also displayed in the library and Local Post Office window. Parents of Primary 1 pupils are asked to bring along the child's birth certificate, a note of the family doctor and telephone number when registering.

At the end of May, parents of new entrants are invited to attend a meeting which is followed by an Induction Programme which aims to ease a child's transition to primary school.

Parents of prospective new pupils are invited to call the school and arrange an appointment to view the school and discuss entry with the Head Teacher out-with the set arrangements if required.

Children entering from another school

Parents moving into the Cullen Primary School catchment area and wishing to have a place in Cullen Primary School for a child should make enquiries at the Main School Office. Arrangements can be made to meet with the Head Teacher; to view the school and complete the necessary application forms.

Attendance

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulations require each child's absence from school to be recorded in the school register as authorised or unauthorised. Therefore, it is necessary for parents to contact the school on the morning of a child's absence in accordance with the authority's absence procedures.

As mentioned above, the Education (Scotland) Act 1980 requires parents to ensure that their children attend school regularly. Pupils taking time out of school to accompany their parents on holiday is NOT a legal right in Scotland. Where parents have no control over the dates of their annual leave, absences will only be granted as authorised in exceptional circumstances. In any case, **parents must put in writing to the Head Teacher** their intention to remove a child from school during term time to go on holiday. This letter is to inform the school rather than to request permission for absence. Usually holidays will be recorded as **UNAUTHORISED** and class based learning will not be provided during this time.

It is advisable that appointments be arranged out with the school day, however we recognise that this may not always be possible. Children should always be collected from school to attend appointments within the school day, and can't walk home themselves.

Uniform

Blue school sweatshirts/cardigans and yellow polo-shirts are on sale at regular intervals and can be ordered usually when the children are admitted to the school. Non-logo uniform is available from Tesco/M&S to support families with the cost of the school day. This is recommended school clothing for all children. Pre-loved school uniform is also available to purchase at a reduced cost in the school. Children will also need shorts and soft shoes/trainers for gym. We also like children to wear black or dark skirts or trousers and **not to wear any brand-name clothing, including football strips**, as this can create unhealthy competition amongst the children. Leggings must be thick enough to ensure the dignity of those wearing these.



Further uniform information can be found here: <https://bit.ly/CPSUniform>

Children will also need appropriate outdoor clothing i.e. a waterproof jacket to enable them to enjoy our outdoor area in all weather conditions! It is advisable for children to have a change of clothes in their bags, especially in wet weather. Children also require a change of footwear to change into upon entry to school. A set of gym plimsolls/soft trainers are suitable examples.

Information with regard to possible entitlement for Clothing Grants and Free School Meals may be accessed via the websites outlined in the Appendix.

Curriculum for Excellence (CfE)

Aim

Curriculum for Excellence is intended to support children and young people to gain the knowledge, skills and attributes needed in the 21st century, including skills for learning, life and work.

Purpose

Its purpose is often summed up as helping children and young people to become:

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

These are referred to as the '*four capacities*' and are discussed and celebrated regularly with children throughout their learning journey in Cullen Primary School.

What is the curriculum and what does it include?

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The term *curriculum* is understood to mean - everything that is planned for children and young people throughout their education, not just what happens in the classroom.

Curriculum for Excellence includes four contexts for learning:

- ✓ Curriculum areas and subjects
- ✓ Interdisciplinary learning
- ✓ Ethos and life of the school
- ✓ Opportunities for personal achievement



Spreading Cullen Kindness

Our curriculum in Cullen Primary School is dynamic and based upon the design principles laid down in CfE planning tools and the eight areas of study.

Design Principles of CfE

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

The Curricular areas of CfE

- Health and Wellbeing (Cullen's Rationale – APPENDIX C)
- Languages (including English)
- Mathematics
- Science
- Social Studies
- Expressive Arts
- Technologies
- Religious & Moral Education

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. There is, therefore, a key focus on literacy, numeracy and health/wellbeing across the curriculum and links throughout to real life, relevant contexts, helping 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.

Achievement levels in the primary years

Curriculum for Excellence identifies key experiences and outcomes for most children or young people. These are broken down into stages:

- Early Level Nursery and Primary 1
- First Level Primary 2, 3 and 4
- Second Level Primary 5, 6 and 7

These are broad areas and some children may not achieve the level within the chronological stage whilst others may well exceed expectations. Children will be making progress at their own independently assessed level which may differ in subjects dependent on their strengths.

Children learn in a variety of ways, but educational research clearly identifies activity based learning as one of the most effective ways of learning. Children learn by doing, thinking, exploring and experiencing at first hand. They also learn from each other and by interacting with adults and other children. Children show their learning and skills through a variety of activities including practical, verbal and in written work. Teachers will be continually assessing their learning and progress, and making professional judgements which are shared with the children and with parents.

Active learning and planned, purposeful activities, allow children to learn in a variety of contexts and be actively engaged in their learning whether mentally, physically or both.

Children are encouraged to share their thinking and talking together to co-operate as they share their ideas and solve problems. There is an emphasis on learning by: supporting each other, adopting problem solving approaches and the development of thinking skills. There is an emphasis on each child learning to articulate their thinking and reasoning and to reflect on themselves as learners.

Effective use of technology to enhance learning is currently an important development in Cullen Primary School. Staff are developing different tools and strategies, to support relevant digital learning opportunities.

We are very proud of our local area and regularly make use of the surrounding community to explore learning opportunities and enhance children's appreciation and understanding of their setting.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, share best practice and explore learning.

You can also access further information about the curriculum and supporting your child at the Parentzone portal: <http://www.LTScotland.org.uk/Parentzone>

Play as a vehicle for learning

As staff at Cullen Primary we have a wide range of experiences and have engaged in a variety of training, professional dialogue, professional reading and research to develop our skills and knowledge to help enhance learning opportunities in our school. We believe that play is essential for children to give them the best start in life and should be intrinsically motivated.

We embrace Moray's vision for our youngest children and aim to provide a **safe** environment for the children to Learn and Play, the Cullen Way. Our values of **trust, respect, responsibility and nurture** weave through every interaction, which enables children to develop **positive relationships** with the adults in school, and with their peers. Learning through play provides a **joyful experience** in which to **develop a wider sense of the world**. Our approach to learning through play is **rights based** and we follow the principles of **GIRFEC** (Getting it Right for Every Child).

The **wellbeing** of children is paramount to a successful play-based approach and we provide rich experiences underpinned by the Curriculum for Excellence. This provides a **balanced approach** to ensure that each child is equipped with the tools needed in order to be successful. (Cullen's Rationale for Play – appendix B)

Personalisation

The planning of learning contexts and methods may be organised for a class, for a group or personalised according to an individual's learning and development needs. There will be different expectations of learning achieved for different children. Children with Additional Support Needs may be accessing a modified curriculum, regularly reviewed and accompanied by a personal plan with individualised targets.

We not only recognise academic performance, but also celebrate a range of achievements by children in and out of the school community e.g. participation in events, extra-curricular activities and personal interest activities.

Curriculum for Excellence emphasises the development of skills for learning, life and work. Some skills are developed through important themes such as Health Promotion, Enterprise, Global Citizenship and Sustainable Development. In addition, there are various tasks undertaken by individual classes e.g. recycling of paper, cards and stamps; litter collections and also extra-curricular activities.

Experiences, Outcomes and Interdisciplinary Learning (IDL)

Each learning experience will provide the opportunity for children to learn across a range of curricular areas. We use a focus on interesting key contexts for learning and adopt an inter-disciplinary approach e.g. Country focus, World War 2, People Who Help Us, Vikings, Space etc. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and interpersonal and social skills. The children are encouraged to transfer their knowledge and skills over a wide range of learning experiences from the different curricular areas. The experience describes the learning activity taking place and the outcome describes what the learning will achieve e.g. knowledge, understanding, skills, awareness and attitudes.

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge in addition to developing skills and understanding. The following website page has more information on other subjects and knowledge covered by the curriculum:

<http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp>

Pupil Voice

In Cullen Primary School, we recognise the importance of giving children a voice and value their participation in decision-making processes. Children benefit from structured opportunities to express their opinions in matters that affect their lives. Children are also encouraged to share their views with us informally, on a daily basis. Children are given the opportunity to meet with the Head Teacher to discuss their views through monthly 'Flapjack Friday' meetings; other examples of Pupil Voice Groups may include Digital Leader Team, House Captain Team, Eco Group, Sports Leadership and Rights Respecting Groups. In addition, children are encouraged to make use of the Big Ideas Box, where they can make suggestions about school improvements.

School Assemblies

Cullen Primary School has excellent support from the School Chaplains leading and bringing strong contributions both within school and in our church visits. We are grateful for their support and the children enjoy accessing the church buildings for their special festivals.

We celebrate achievements during assemblies and also invite visitors along to enrich children's learning.

Parents have a right to request that children should be withdrawn from participation in religious observance. Please do not hesitate to book an appointment with the Head Teacher, Mrs Carene Hay, if you wish to exercise this right.

Assessment, Attainment & Reporting

Assessment is crucial to tracking children's progress and planning their next steps to enable quality learning to take place. Learners are involved in this process so that they can take ownership of their progress in learning. This includes self-assessment where the learner identifies what has been successful and what needs improvement; peer assessment where other pupils help each other to appreciate what is good about their work and what needs developing; and also personal learning planning where pupils, teachers and parents/carers will work together to develop planning for the child's next steps in an area of learning.

The school has a policy of continuous formative assessment for all pupils set within the wider context and importance of Achievement, which means that it is very much a part of the ongoing teaching and learning process. Many of our programmes such as Language and Maths/Numeracy schemes contain assessment elements, which help us in our discussions to arrive at a balanced assessment of progress. Staff may use different papers, tests and observations for assessment/activities; this is to assist in the children's overall assessment and from the range of evidence will arrive at a teacher's ongoing professional judgment on each child's attainment and progress and highlight next steps in literacy, numeracy and mathematics.

Where unusual patterns arise during the regular assessments over the session, the child's parents will be advised of this by letter or telephone and invited along to the school to discuss the matter. We set great importance on this, as help at home from parents in co-operation with the teacher is crucial to the success of pupils.

All parents are invited to attend our parents' meetings, which are currently held twice yearly. Annual reports are issued before the Easter break, with an opt-in parent appointment during term 4.

The school submits final professional judgments on children's achievement of a level at the end of Early, First and Second Levels of Curriculum for Excellence at P1, P4 and P7 as part of the national collection of data. Children are assessed periodically throughout their time in school, to provide teachers with information on how they are progressing and to help identify next steps in their learning.

P1, P4 and P7 pupils are assessed using the National Standardised Assessments. More information can be found on: <https://standardisedassessment.gov.scot/parents-and-carers/>

Home Learning (homework)

All children are given home learning activities to complete in the evenings over the course of the school year. Generally, this will include reading preparation at all stages; spelling practice introduced towards the end of Primary 1; at times, Mathematics work; and for older children some research work and general learning. Children also complete Home Learning Challenges, personal projects and talks where they have a longer period of time in which to complete a personal research project. Expectations for home learning are shared by each individual teacher. No written home learning is issued during the months of August, December and June.

Achievement

Children's achievements whether academic, in sport or in relation to personal achievements are celebrated by the school. Children are encouraged to tell us about their achievements out-with school and this is celebrated during our Wider Achievement Assembly at the end of each term.

Resources

The school is equipped for a wide variety of sports such as basketball, badminton, volleyball, hockey, athletics and football. There are extensive school grounds accommodating a variety of outdoor sports.

Computers, iPads, Interactive Promethean Panels and Laptops are available to each class. There is a library with a good selection of fiction and reference books for all stages and children have opportunities to visit the library on a weekly basis, to select a book or a Story Sack (early stages).

The curriculum is broad, balanced and thoroughly planned so that children have knowledge and skills for their own level of ability. Curriculum review continues to be a main focus for staff to ensure that learning is relevant and exciting for the children in our school.



Choir singing at a community event



Outdoor learning



Learning and playing together

Meeting Needs

Children develop and progress at different rates and children's specific learning needs may differ, therefore, children have experiences of learning within a class, ability group and social group. All children will have personalised support whether this is to support them to manage or to extend their learning. Some children may require additional support from time to time, while others may require support on a regular basis. In Cullen Primary School, a team of support staff and a Support for Learning Teacher assist the class teachers to adapt and deliver the curriculum to support a variety of needs.

Support for Learning/Additional Support Needs

A Support for Learning Teacher supports children and staff in ensuring that any children who are facing difficulties in their learning either in the short or long term may be provided with additional support. Support may also be available for children who require challenge. In the past this has included working with children who have been progressing as an individual in Mathematics and Reading. Support for Learning is available for children both in the classroom and by taking them out of the room. This is usually for Language or Maths work. For children identified as having long term support needs and a Co-ordinated Support Plan or Individual Education Plan support is provided within mainstream in Cullen Primary School. Support strategies are captured in a Learning Profile and Strategies (LPS). For pupils with Additional Support Needs which cannot be supported within mainstream, special requests/needs will be referred to the Education Officer and provision at schools within the Buckie area is available. Parents should discuss this with the Head Teacher as or before their children are enrolled.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010 and was reviewed in 2016. More information can be found on The Moray Council's website regarding this and the council's provision for additional support needs in Moray. There are also internet links to other potentially useful organisations.

Getting it Right for Every Child

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 (wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The Lead Professional supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (eg from health, social work, police etc) if required. During term-time the Lead Professional is usually the Head Teacher, and during holidays and weekend, the duty officer in Elgin.

External Partners

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

Educational Psychologist

For some children, it is necessary for the Educational Psychologist to support the school and/or a family to ensure the support needs of a child are met. Support may take the form of discussion, advice to staff and/or parents, attendance at meetings or an assessment of the child by the Educational Psychologist. Any parent with particular concerns should in the first instance discuss the matter with the Head Teacher.

Early Years Education Service

During nursery and in the first two years of primary school, children who have particular support needs in relation to Language and Communication may have the support of the staff in the Early Years Education Service. Referral to this service is done through the Educational Psychologist or directly by the school. The professionals working within this service work closely with the Speech and Language Therapy Department and also liaise directly with parents.

Speech & Language Therapy

Any child who is thought to have any difficulties with Speech or Language will be referred to the Speech Therapist after discussion with the parent. Parents and Health Visitors may also refer a child to the Speech and Language Therapy Department. The current system for support from this department involves a commitment on the part of parents to attend an information sharing workshop and also attendance at individual or group sessions with the child so that support is shared and ongoing.

Occupational Therapy/Visual Impairment Service /Health Professionals/Moray Autism/MASH/Paediatrics

Direct referrals may be made by the school to these services and with regard to Health Professionals; contact may be made for advice. This will always be done in consultation with parents.

Local Community Network & Social Work Links

The school has close links with the Social Work Department especially with regard to families who are either supported by the Social Work Department on a compulsory basis or who seek help on a voluntary basis.

The Local Community Network Officer directly manages the Home School Link Service through which the school may seek support for parents and families.

You may also, through the school, contact health visitors, the school nurse and other Health professionals if you feel they can be of help to your child. However, for some referrals these can only be made through the family doctor. Please discuss your concerns with the Head Teacher in order to make progress with support needs.

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through a range of clear and easy-to-read guides and factsheets including “The parents’ guide to additional support for learning”.

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

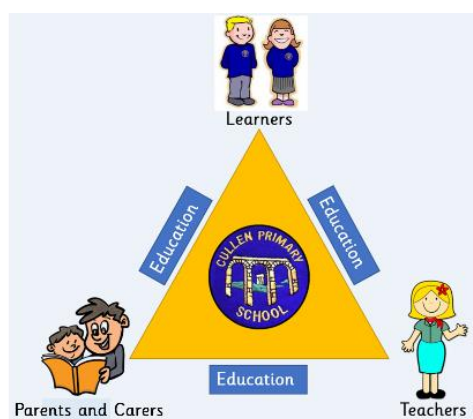
Medicines in School

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

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

We do not have appropriate facilities in school to store medication which requires refrigeration. An individual plan will be set up with the parent/carer should a child need medication which requires refrigeration.

Staff will undertake training to support administration of medication if required e.g if a child is diagnosed with Diabetes.



Child Protection

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. *(United Nations Conventions on the Rights of the Child)*

Moray Council is committed to safeguarding all children and young people. It is the responsibility of every member of staff to take all reasonable steps to protect children from harm and abuse in all its forms. These include:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Criminal Exploitation
- Child Trafficking
- Neglect
- Female Genital Mutilation
- Forced Marriage
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Harmful Sexual Behaviour
- Radicalisation
- Domestic Abuse
- Parental Drug Use
- Parental Alcohol Use
- Parental Mental Health
- Child Placing Self at Risk

When school staff have concerns that a pupil may be at risk of harm, these concerns will be reported immediately to the school's designated Child Protection Co-ordinator (CPC). The CPC will then consult with Social Work and/or Police Scotland to clarify and assess the level of risk or harm to the child and determine the appropriate course of action.

Any decision about informing a child's parent or carer should be made in partnership with Social Work and/or Police Scotland as part of the referral process. School staff, including the CPC, will not contact parents or carers prior to this multi-agency discussion as doing so may compromise the child's safety and the integrity of any subsequent investigation.

If you have an immediate child protection concern and cannot contact education, please contact Social Work directly on **01343 554370** or if it is out with working hours call the Out of Hours Social Work Team on **03457 565656**. If you cannot contact Social Work, please call Police Scotland on **101**. If it is an emergency call **999** immediately.

Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021 – updated 2023\)](#).

Promoting Positive Relationships

Our Shared Values

Following consultation with the children, staff and parents/carers of Cullen Primary School, the following values were agreed to be important for the school community. These are reviewed annually to ensure that they are relevant and alive within our school community.

'Learn and Play, the Cullen Way'

In Cullen Primary School, we believe that our values underpin our ethos, and permeate our approaches to learning and teaching, positive relationships with our pupils and families, our partner agencies and how we relate to one another as we work as a team.

Trust

Respect

Responsibility

Nurture

We provide a safe and happy place of learning where each individual child will have an equal opportunity to achieve and progress within a framework* which promotes positive relationships built on respect and inclusion.

**our framework includes [The Curriculum for Excellence](#), [Getting it Right for Every Child](#), [Rights Respecting Schools](#), our partnership with outside agencies*



Our Shared Aims

In every interaction, we aim to assist the children in our care to become:

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

We work together to motivate children to achieve their ultimate potential, to be the best that they can be, with wellbeing at the heart of this ambition. Through partnership working, we prepare children to play a meaningful role in society – today and in the future, demonstrating skills for learning, life and work.

Ethos and Citizenship aims

To provide a place of learning, which is safe, happy, stimulating and welcoming for all learners, staff members, parents and visitors to the school.

To promote in our pupils, a positive and respectful attitude to self, others and materials and thereby enabling each child to demonstrate an awareness of moral standards as well as school and community values.

Learning and achievement aims

To give each child an equal opportunity to achieve and progress to his/her full potential and to work towards becoming a successful learner through a variety of opportunities.

To provide a broad and balanced curriculum meeting individual needs within the framework of Curriculum for Excellence to make learning meaningful and relevant.

Home, school and community link aims

To establish a partnership with parents through communication and consultation and working with them in sharing the education, achievement and wellbeing of their children.

To develop an awareness of and respect for the community and our local environment and to be active and effective contributors in the life of the school and the community.

Within Cullen Primary School, we strongly promote an ethos of caring, respect and achievement within the learning environment. Generally, the focus is on taking responsibility for one's own behaviour and learning and being aware of what is acceptable, what is not acceptable and what we are proud of in our daily work and play within the school. In reality, the focus is on promoting what is positive, good behaviour and learning, and helping children understand what is unacceptable behaviour, and the consequences if this does not take place.

Children are given many opportunities for leadership and responsibility which will equip them to understand roles within society e.g. litter patrol, recycling collectors, House Captains, Buddies, Digital leaders, Rota Kids, enterprise activities.



Promoting Positive Relationships Behaviour

Our policy process is underpinned by our school aim: ‘...to make sure that there is inclusion, justice, compassion, choices, care and fairness resulting in happy, healthy people who feel valued and are always giving their best.’

Our aim is to pay first attention to best conduct whilst correcting unwanted behaviours and attitudes discretely and immediately through a restorative approach.

Our school rules are: Be ready, Be respectful, Be responsible. We Learn and Play the Cullen Way.



Be Ready



What you need to do, with our help:

- In Cullen Primary, we come to school ready to learn. Please wear full school uniform and bring your PE kit on the days you need it. It's your responsibility.
- Please be on time to get the best out of your learning.
- Try your best to concentrate in class and take the support on offer.
- Be ready to learn with a positive mind-set as your work towards your learning targets and goals.
- Please keep the noise level down to ensure that you, and others can learn, and teachers can teach.
- In Cullen Primary, we work hard to following instructions and to listen—this helps us to learn and to do our best.





Be Respectful



What you need to do, with our help:

- Please pay full attention when someone is talking to you.
- Please try your best to be polite and use good manners—be a BUCKET FILLER!
- Please think about your words and your actions—bad language is not allowed.
- In Cullen Primary, we include others in our learning and in our play. Be caring and share with others.
- We celebrate achievement together and congratulate others for their success.
- Please look after our school property.
- In Cullen Primary School, we respect ALL adults the same—respect goes both ways.





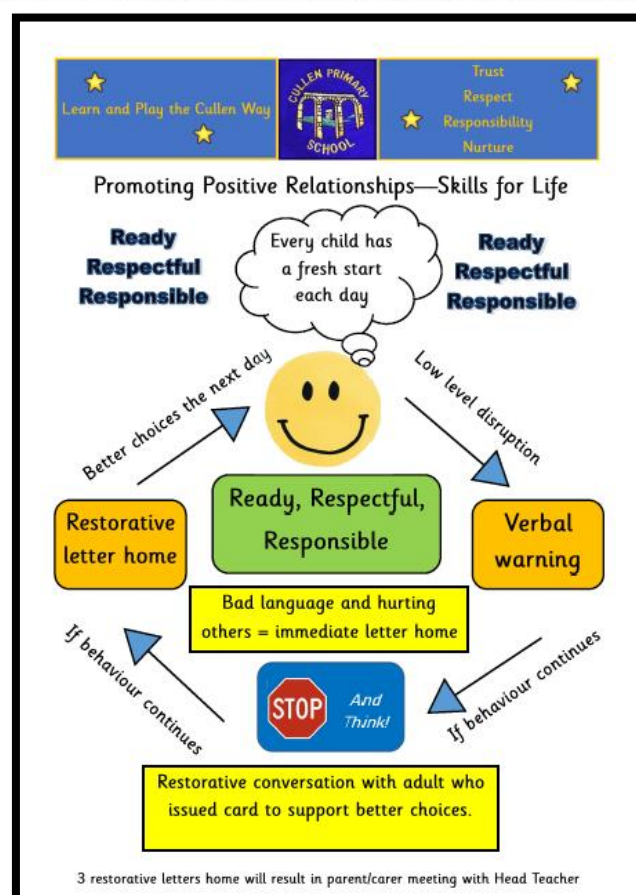
Be Responsible



What you need to do, with our help:

- In Cullen Primary, we tell the truth and try our best to be trustworthy.
- Please do not take anything that does not belong to you.
- Please think about your words and your actions—bad language is not allowed.
- Please make safe choices at break time. It is very important to tell an adult if something goes wrong, so that we can help.
- Please give everyone a fair change to speak, without interruption.
- Try your best to be helpful and work well together in a group / team.
- Be the KIND pupil—unkind behaviour, hurting others (like kicking, punching) and making threats are not welcome behaviours in our school.
- Restore relationships when things go wrong with a fresh chance for everyone.





Promoting positive reward

A major aim of the school policy is to encourage children to demonstrate positive behaviour by operating a system of praise and reward. A wide range of rewards is used to promote and reinforce positive behaviour. These include:

- Use of stickers, certificates, praise/reward cards, special stickers to promote positive behaviour – sometimes in specially created books or cards
- Using a strategy for making progress using tiny steps which are devised with the child (e.g. showing thumbs up)
- Recognising positive behaviour with other children/other classes
- Pod Point reward system
- Goblet of Good Manners
- House Points and Table Points
- Special Mentions and awards at assembly
- Class based rewards and responsibilities as positive reinforcement
- Commendations by the Head Teacher or other Class Teachers
- In-class rewards organised specifically to respond to teacher challenges

By using a positive system of rewards including the House System, and reinforcing good behaviour we help children to feel good about themselves.

Almost all children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Buddy system

Buddies from the P6 class (and P5 when required) are appointed in the term before they join P1 to the nursery children and regularly visit the nursery throughout the school session. The buddies support the children so that they have individual support to familiarise the children with the playground, toilets, cloakroom and play areas when they start school. Buddies are linked to individual children, providing continuity for both the P1 and the buddy. Often buddies will support some of the P1 children who travel on the school bus.

House system

The House System is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort and for all aspects of good work and behaviour. The children are allocated a House: Findlater, Reidhaven or Seafield. Allocations are made in P1 in order to create a balance of numbers over the class and whole school. A family will be in the same House Team. A recruitment process in P7 is undertaken for both Captains and Vice Captains of House Teams. Children are given opportunities to meet in

their houses and to earn points for their House Team throughout the school year e.g. end of term assemblies organised by House Captains, cross country events, house quizzes, etc.

Sanctions

At Cullen Primary School the expectation is of a high standard of behaviour at all times. There are, however, occasions when individual children exhibit challenging and unacceptable behaviour. As part of the approach within our Positive Relationships Policy, we promote positive behaviour to support children's behaviour and make use of restorative conversations to resolve issues. These are used by all staff. The boundaries need to be stated firmly and clearly. Children are expected to follow the school rules. Children are made aware that they are responsible for their own actions, and that breaking rules will have consequences.

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education and Social Care, and the Police may also be involved.

Each child is different, so it is important that the cause of the behaviour is investigated, analysed and plans are made to meet individual needs. The class teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, through a restorative approach, moving to sit alone for a period of time, sending work home to complete if its completion has been affected by inappropriate behaviour, letters of apology and loss of rewards (including responsibilities). Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children benefit from a verbal warning, followed by a warning card and then a restorative letter home should undesired behaviours continue.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is the responsibility of the Class Teacher who (with the support of the Head Teacher) will deal with it and will contact parents. Bullying is not tolerated in our school and incidents of these behaviours are taken very seriously. The Head Teacher will become involved with families to ensure that support is put in place to prevent these behaviours from reoccurring.

In line with Moray Council Policy abuse of any kind directed towards staff will not be tolerated.

Pupil Responsibilities

Primary 7 pupils have the opportunity to apply for the role of House Captain and Vice-Captain and are voted in annually by pupils and the staff. These children have various regular duties and frequent ad-hoc jobs where responsibility, leadership and a winning smile is needed. The House and Vice-Captain team also meet regularly with the Head Teacher for 'business blethers' to plan and coordinate developments and events in school.

Rights Based learning

We have a strong focus on developing children's awareness and understanding of the UNCRC's Rights of the Child which an ethos embedded across our school – more information can be found here:

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>. Class charters, learning and teaching and whole school assemblies are underpinned by the Rights of the Child.



Care and Respect within Cullen Primary School

Whilst it is the school's wish to have an 'open door' policy, this can only be done within the restrictions around security and protection of children.

Protecting Vulnerable Groups Scheme

Parents and friends of the school, who support on a regular basis by helping with after-school clubs and supporting visits with pupils, are required to join the PVG Scheme. Parents who are interested in helping on a regular basis should contact the school office to discuss their involvement.

Visitors who come along to share or take part in occasional events and who are supported by staff are not required to be part of the PVG scheme, but will not be helping in an unsupervised capacity. These legal requirements are in place to protect and keep your children safe and we comply fully with local and national recommendations.

It is everyone's job to ensure that children are kept safe and to report any suspected child abuse to Police or Social Work. If you have concern for a child, call duty Social Work on 01343 554-370 (0345 756 5656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for all of our children. If you prefer, you may report any concern for a child in school or nursery by appointment or telephone during school hours with the Head Teacher, Mrs

Carene Hay, who is the school's Child Protection Officer, but please do use the duty social work lines or police if you consider a child to be in immediate danger.

More information can be found on the Moray Child Protection webpage here

http://www.moray.gov.uk/moray_standard/page_55497.html

Emergency Closures / Inclement Weather

Head Teachers have total discretion as to closure of schools when they anticipate environmental conditions which put children at risk. In September / October each year, all parents are asked to complete forms giving details of where children can be sent in an emergency. Information with regard to school closures is available on the School Information line and the council webpage for school closures which can be found at <http://schoolclosures.moray.gov.uk/>

Our "place of refuge" should we need to decamp from the school site due to flooding, gas leakage, fire or a similar threat, is the Hall Church on York Place. Parents will be contacted if such a move is necessary.

School Lunches

Hot Meals

The Moray schools provide a wide range of healthy food in their menus that meet the Scottish Nutrient Standards for School Lunches, and our catering department offer choice and variety. Meals are paid for using the iPay Impact online service – please ask the school office for more information. Pupils order their meals first thing each morning, by selecting their choice using the iPay Impact system in class.

All children in P1-5 enjoy free school meals. This forms part of the Universal Free School Meal entitlement.

The school has interval supervisors and lunchtime supervisors who help look after children during these breaks.

Please inform the school of any dietary requirements that your child may have so this can be recorded and ensure your child is catered for appropriately.

Packed Lunches

Children who bring a packed lunch to school are allocated an area to store their lunch but it is recommended that cool packs are included in the lunchbox. We encourage children to return any food which is not eaten home so that you may monitor what is eaten. Particularly for younger children, it is helpful if sandwiches are already cut to a manageable size and that grapes are cut in half to avoid the risk of choking. Cold drinking water is available and children may fill their own bottles at lunchtime or during the interval. Parents are encouraged to promote healthy options for packed lunches. Please note that nuts are not permitted on the school premises as we strive to meet individual children's dietary / allergen needs.

Home lunches

Children who go home for lunch should remain at home until as near to the bell at 1.15pm as possible. During a wet lunchtime, there will not be a member of staff in the playground, and therefore, the children should return via the **main school entrance** and this should **not be before 13:10**.

After-school activities

Various groups and activities including choir, crafts, bikeability, basketball, rugby, badminton and football have been organised during and after the school day. After-school activities are undertaken voluntarily by staff and parents/carers; developed by the Active Schools Co-ordinator; or supported by funding from the school or secured from other sources.

Cross Country Training, Basketball, Club Golf, Fencing and Scottish Country dancing have also been organised at different times. The activities on offer change from term to term and from session to session. There is usually a programme of athletics in the third term as preparation for the annual School Sports.

Many of the activities rely on staff giving up time after-school and this is greatly appreciated. Members of the community also support the school.

Offsite Learning Residential for P6/7

Primary 6 and P7 pupils take part in a residential trip to the Abernethy Outdoor Centre on a two-year cycle. This has been a valuable learning experience for all the children. Each year the provision of a residential learning opportunity is reviewed.



Activities at Abernethy Outdoor Centre

Parental and Community Involvement

Parents and friends of the school are welcome as helpers and speakers in the school and in classes. This enables us to foster the home and school link and to broaden the curriculum. We aim to communicate effectively with parents, and to work in partnership with them.

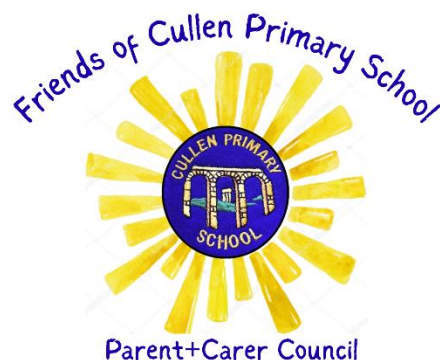
Parents, teachers and friends of the school share their interests and expertise with children in a variety of extra-curricular activities. The programme for these is organised on a termly basis and depends on the availability of support. We believe that it is important for children to participate in school concerts, educational visits, local activities and inter-school competitions, etc. We appreciate the help we receive from our parent volunteers.

During the first term, parents are informed about the arrangements made for the formal reporting of each child's progress. Reports are undertaken through written reports, parent consultation evenings, curriculum and induction meetings and when necessary, regular meetings. We wish to fully involve parents in their child's education. We have an 'open door' policy, which means parents/carers are welcome to approach the school office to request an appointment to speak to a teacher or Head Teacher at a mutually convenient time.

Please continue to support your child's learning at home. Allow time to complete reading and other home learning in an environment that is free from distractions. Discuss their learning with them, and do not hesitate to add any comments you have about their learning, when you sign their reading records or home learning diaries. Some children will have home/school diaries in which learning activities and other important news can be shared. Written Home Learning is not set during the months of June, August and December.

Friends of Cullen Primary School

We are always keen to involve parents in the life of the school and we have a Parent Council Group to help us in this. The Friends of Cullen Primary School Group meets with the Head Teacher at key points through the year to discuss developments within the school and to plan events to raise funds or to enrich children's learning experiences.



Parent/Carer Consultations

At Cullen Primary School, we value the opinions of our parents and members of the community. We consult with a sample of people before making important changes and putting new policies in place. e.g. Parent Council, Focus Groups/Consultation Groups. We also send out questionnaires to all parents to gain the views of all stakeholders.

Information to Parents/Carers

Information is sent to parents through newsletters, information leaflets, an online system called Seesaw and different information-giving events such as open evenings, talks and presentations. We also make use of the newly introduced Parents Portal which you can access from any smart device. This can be used to report your child's absence, view attendance records, approve permission slips, update your contact details, and pay for school lunches, uniforms or trips. More information can be found at: www.moray.gov.uk/parentsportal

Please do not hesitate to contact the school if you wish further information.

Associated Schools Group

Cullen Primary School is part of the Buckie area Associated Schools Group. Head Teachers of Buckie ASG meet at regular intervals to discuss areas where the schools can co-operate and also help in the transfer of pupils to secondary school. The local secondary school is Buckie Community High School.

Community Links

The school enjoys good links with the Local Heritage Group, the Community Council, all of the local churches, The Christmas Lights Committee, the Wakefield Care Home, Cullen Sea School, local Rotary Club (ROTA Kids) and the Senior Citizen's club. The school has good links with the Bowling & Tennis Club and also Club Golf through Cullen Golf Club. There are very close links with the local library. Children from Cullen Primary School have the annual privilege to switch on the Christmas Lights in November each year.

The school worked in partnership with the Friends of Cullen Toilet Group a few years ago, to create tiles for the beach toilet block. We featured in the local newspaper for our participation in this project. Our Head Teacher is a trustee of the Cullen Community Allotment Association and our school have regular opportunities to visit the allotment, with plotters also supporting work in our school grounds.



Miscellaneous

Transport to and from school

We encourage families, where possible to park and stride to school. The carpark is strictly for staff use only and has a strict reverser park policy. The disabled space can be accessed in agreement with the Head Teacher. There is a bike rack available on the school premises should pupils wish to cycle to school.

Pupils who live outside of Cullen could be eligible for the dedicated bus service provision – please contact the school office to establish eligibility for this service.

Transition to Secondary School

When leaving Cullen Primary School, children transition to Buckie High School. Parents/carers of P7 pupils with any queries about the transition of their children are requested to contact the Head Teacher to discuss any problems early in P7. The Senior Leadership Team of the Secondary and Cullen Primary School staff are in regular contact to ensure that the move to Secondary Education is as purposeful as possible. P7 pupils usually spend two days visiting their secondary school before they transition and Guidance teachers from the Secondary School visit the Primary School to see both the children and the Primary Staff. There is special provision for children who may need Support for Learning in Secondary to ensure as much continuity as possible. Parents/carers of P7 pupils are always invited to attend meetings in the Secondary School before their children transfer to answer questions. Extended transition opportunities are made for children who may require additional support.

Parents/carers may choose a different secondary school from the zone school for their child and in this instance, parents/carers should inform the Head Teacher as early as possible so that the school is aware of dates and arrangements for the specific school. When choosing a different school from the zoned school, it is the parents/carers' responsibility to make transport arrangements.

Contact details for the zoned secondary school:

Buckie Community High School

Mr Sean Duffy, Acting Rector

Address: West Cathcart Street, Buckie AB56 1QB Telephone: 01542 832605 Fax: 01542 835758

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

Web Address www.buckiehigh.com

Concerns/Complaints and General Support Needs

If any parent has a concern or matter which requires explanation or discussion, the matter should be raised with the Head Teacher so that help or support may be provided. Any matter which is a concern or matter for complaint should also be raised with the Head Teacher. Through discussion regarding concerns, matters will hopefully be resolved and a solution or way forward found and so avoiding further concern, however, if matters remain unresolved and there is need to make a formal complaint, our admin staff in the school office are available for impartial support with the process.

Conclusion

We hope that this booklet will answer any questions which you may have about Cullen Primary School. Please come along to the school or phone on 01542 840279 should you have any further questions.

In order to support your child the best we can, it is essential that we have as much information as possible. It is best to inform the school office if your child has any medical issues or special needs.

We look forward to welcoming you to the school and working with you, to help your child be the best that they can be.



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

Privacy Statement

Cullen Primary School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. The type of personal data we will collect and store securely includes:-

♣ **Data about our pupils/children and their families:** This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe. We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

♣ **Data about pupils/children at school:** This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

♣ **Data about when and where they go after they leave us:** This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning,

monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life. We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Cullen Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know. Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Cullen Primary School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the Moray Council's Information Management webpages.

Sharing personal data to support Wellbeing

In addition to the above Cullen Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care. Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up. If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm. We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Moray Council
Education, Housing & Communities

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 18/11/2025

Moray Council A-Z		
Active Schools	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or education@moray.gov.uk
	Website:	https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html

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



Cullen Primary School

Our Play Rationale



using our
environment



being the
teacher



construction



phonics play



singing and
performing



balance



whiteboards



painting



learning outdoors



risky play



maths through
play



role play



co-operating



nativity



sharing



imagination



reading, writing and
drawing



sand play



puzzles

Play is our brain's favourite way of learning.

Education Scotland (2020b) Realising the Ambition: Being Me

Education Scotland have produced a document called *Realising the Ambition: Being Me – National practice guidance for early years in Scotland*. It is an excellent document, detailing the importance of play based pedagogy in the early years, spanning nursery to primary one. It highlights how it progresses throughout the upper stages.

Moray ELC's Vision statement

By using play as the main vehicle for learning across the early and first level of the curriculum for excellence, our youngest learners in Moray will

- be resilient, independent and successful learners
- be effective contributors in their learning and wider community
- be confident individuals who grow to be the best version of themselves
- be responsible citizens who have knowledge of the wider world

Cullen Primary School's Vision for Learning through Play

We embrace Moray's vision for our youngest children and aim to provide a **safe** environment for the children to Learn and Play, the Cullen Way. Our values of **trust, respect, responsibility and nurture** weave through every interaction, which enables children to develop **positive relationships** with the adults in school, and with their peers. Learning through play provides a **joyful experience** in which to **develop a wider sense of the world**. Our approach to learning through play is **rights based** and we follow the principles of **GIRFEC** (Getting it Right for Every Child).

The **wellbeing** of children is paramount to a successful play-based approach and we provide rich experiences underpinned by the Curriculum for Excellence. This provides a **balanced approach** to ensure that each child is equipped with the tools needed in order to be successful.

What is play?

"Play is the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul." Froebel

"In addition to just being fun, play in all its forms is a powerful scaffold for children's learning: it enables metacognition (learning about how to understand one's own learning and play)." Moyle, Play and early years, 2013

Play has a place in supporting children gain new skills and knowledge, and in enhancing their quality of life, without necessarily always working towards specific instrumental outcomes, even as they are supported through play. Nevertheless, play has a firm place within early education and learning settings, as it is spontaneous and, indeed, purposeful play (from the both child's and adult perspectives) which underpins development and learning.

Why Play is important? Why do we believe in it?

Development and learning are complex and holistic, yet skills across all the developmental domains can be built and encouraged through play, making it an essential player in a child's development and promotor of physical/mental wellbeing. The literature including the Fischer Model (see appendix 1) explores the theory that play allows children to try out ideas, answer their own questions and better understand their thoughts and concepts. It also demonstrates that play allows a child to cope with reality via the use of their imagination while practising new skills and learning to work collaboratively with both adults and other children. These new skills, dispositions and attributes contribute to an overall improved level of confidence and motivation.

In response, greater emphasis is being put on ensuring/incorporating a play-based curriculum to provide the opportunity for young learners to equip themselves with the skills, dispositions, and attributes required for them to flourish in an ever-changing environment. In fact, a child's development in terms of the four capacities of the Curriculum for Excellence (Successful learners, Responsible Citizens, Confident Individuals, and Effective Contributors) are supported by play.

However, with this being said, here at Cullen Primary School, we still recognise the important role that traditional learning has in a child's development and thus a balanced approach between both play and traditional elements will be taken to ensure that every child is equipped with the best possible tools for development and their future.

What does play look like in Cullen Primary School?

As staff at Cullen Primary we have a wide range of experiences and have engaged in a variety of training, professional dialogue, professional reading and research to develop our skills and knowledge to help enhance learning opportunities in our school. We believe that play is essential for children to give them the best start in life and should be intrinsically motivated.

Every day there are several teacher-led play sessions. These might be for the whole class or in small groups, which are structured with specific learning outcomes.

Children have opportunities throughout the day for free play in the classroom where the children are encouraged to lead their own learning through play. Through this, they bring meaning and understanding to allow progression throughout the school.

Types of play

Children learn and develop through different types of play.



Tina Bruce identifies 12 “Features of Play”:

1. Children use first hand experiences from life;
2. Children make up rules as they play in order to keep control.
3. Children symbolically represent as they play, making and adapting play props.
4. Children choose to play – they cannot be made to play.
5. Children rehearse their future in their role play.
6. Children sometimes play alone.
7. Children pretend when they play.
8. Children play with adults and other children cooperatively in pairs or groups.
9. Children have a personal play agenda, which may or may not be shared.
10. Children are deeply involved and difficult to distract from their deep learning as they wallow in their play and learning.
11. Children try out their most recently acquired skills and competences, as if celebrating what they know.
12. Children coordinate ideas and feelings and make sense of relationships with their families, friends and cultures.

How we track the impact of play on attainment and achievement

We will continue to assess and make sure children are achieving by completing the following:

- Continual professional development with nursery
- Attainment and Achievement data sharing with nursery
- Time protected for professional dialogue between Nursery and School
- Tracking and monitoring to check progress of individuals against benchmarks and expected levels
- Parent / Carer feedback
- Learner feedback
- Formal assessments of children's knowledge and skills – SNSAs, Northern Alliance assessments
- Holistic assessments – encompassing social and emotional development and circumstantial changes
- Use of effective questioning
- Self-evaluations, peer observation
- Regular Excellence and Equity Meetings
- End of session report
- A minimum of twice weekly "sharing the learning" Seesaw posts

Our Cullen Promise and Commitment

- We will continue to put the child in the centre of decision making through consultation with the children.
- We will monitor the impact of play on children's learning, as they grow, develop and gain new knowledge and skills.
- We will assess and evaluate the impact of play-based learning on children's attainment.
- We will develop our approach to learning through play, by observing children's learning and play skills.
- We will evaluate our approach to ensure that play evolves to meet the needs of every child, year on year.





Julie Fisher's Model for Play (2013)

This model for learning and teaching can support educators to provide a blend of three different play-based learning experiences. Careful consideration should be given to the balance of approaches used, ensuring this matches the developmental stage of the children. For young children, much of the day should be spent in child-initiated free play

A balanced approach

Intentional experiences planned by practitioners, differentiated by input for individuals / groups. These activities may also involve larger groups, e.g. for songs or rhymes. Although adult-led, sessions should be 'playful', interactive and should make learning fun. When adult leads these sessions, other children are likely to be engaged in either adult-initiated / child-initiated activities.

Adult-led
Direct involvement by adult with specific focus for learning

Assessment
- Observation
- Conversation

Experiences based on spontaneous learning where children have full control of experience, time and resources. Children choose what to play and who to play with. The adult role remains crucial – observing, engaging in sustained shared thinking, interacting and planning responsively. Creation of an enabling environment is very important for high quality child-initiated learning to occur.

Adult-initiated
Activities arising from adult planning; open-ended enough for children to work on independently

Like adult-led experiences, adult-initiated experiences are also planned by the practitioner with an outcome in mind, but are open-ended enough to allow children to work independently. Experiences should be sufficiently clear and motivating to support independence and high engagement, and also sufficiently open-ended to sustain children's interest and extend their learning without direct interaction from an adult. Typical experiences in this area could include 'target tasks', or provocations.

Child-initiated
Children control the experience, time and resources



★
Learn and Play the Cullen Way
★



Trust
Respect
Responsibility
Nurture

APPENDIX C

Health and Wellbeing at the Heart in Cullen Primary School

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. Curriculum For Excellence. Health and Wellbeing Expectations and Outcomes Education Scotland 02.11.21

As referenced in the UNCRC (now embedded in Scots Law, 2021), a holistic approach to promoting health and wellbeing should be applied in school. This must be relevant to the stage of growth, development and maturity of each individual, including the social and community context.

The wellbeing of children is the responsibility of everyone and underpins successful learning in all curricular areas, creating a positive ethos and climate of respect and trust. An environment where everyone can make a positive contribution to each individual within the school and the wider community. In Cullen Primary School the Health and Wellbeing of our children is at the heart of all teaching and learning. Our school's vision, values and aims are included in this handbook (page

Through careful self-evaluation (as per HGIOS 4) we identified that an updated progression for relationships, sexual health and parenthood was required. This will enable children to develop the knowledge and skills necessary to prepare them for life and society, now and in the future.

The Cullen Progression Pathway for Health and Wellbeing is embedded within the school and has been further developed with the addition of the RSHP Progression Pathway. This pathway was based on the resources provided by the Scottish Government and provides a robust journey through experiences and outcomes from Nursery through to Primary 7. Information for Parents and Carers regarding the RSHP programme, can be accessed via this link: <https://rshp.scot/about-the-resource/#parentsandcarers>

