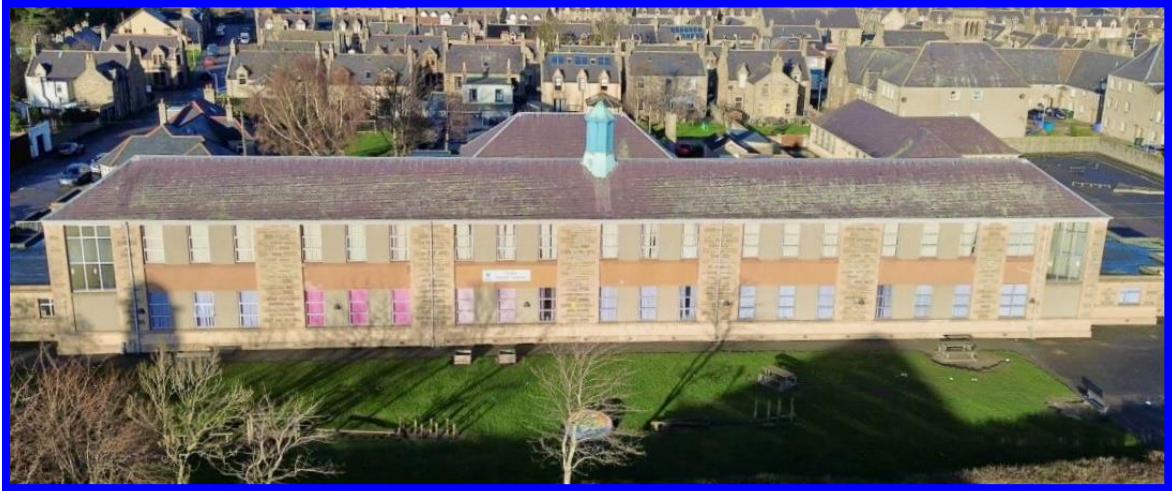


CLUNY PRIMARY SCHOOL

School Handbook 2026



The information contained within this handbook is correct at the time of publication and is updated annually.
Publication date: 8.12.25

Education, Housing & Communities - 01343 563374
www.moray.gov.uk

INTRODUCTION AND CONTACT DETAILS

School Telephone Number 01542 831417
E-mail admin.clunyp@moray-edunet.gov.uk
School Website www.cluny.moray.sch.uk
School Address: Cluny Primary School
South Pringle Street
Buckie, Moray, AB56 1PX

Opening Times:

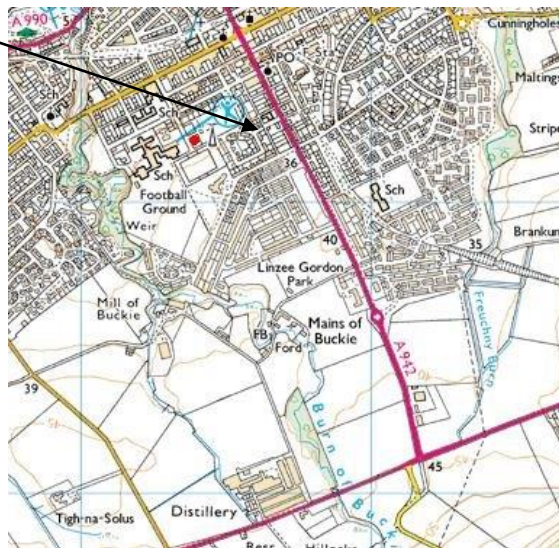
Primary	Morning	Interval	Lunch	Afternoon
Primary 1-7	9:00 - 12:40	20 minutes	12:40 – 13:30	13:30 –15:10

Morning interval is 10.40am – 11.00am.

Please encourage your child to be on time – but it is better to arrive late than not at all.

BUCKIE

Cluny Primary School



The school is designated by the Moray Council to serve children living within the following territorial boundaries: West of High Street, as far south as the A97 road and north of the A96. The Western boundary is the Gollachy burn. Any children wishing to enrol in the school who may be outwith the school catchment area are simply asked to complete a Placing Request Form which can be obtained from the school office or online at www.moray.gov.uk.

For alternative formats, languages or further information, please ask an English speaking friend or relative to: Phone 01343 563319, email: equalopportunities@moray.gov.uk.
Or write to: Equal Opportunities, Moray Council, High Street, Elgin, IV30 1BX

WELCOME TO CLUNY PRIMARY SCHOOL

Cluny Primary School provides an educational service to children from Primary 1 through to Primary 7 (ages 4.5 years – 12 years). We are a non-denominational primary school with a current roll of 314 primary children. Our school vision is to create a safe and successful learning community that encourages everyone to be the best that they can be. Our school is a happy place where children learn and grow in a nurturing and encouraging environment, where every child is supported to do their best, realising their potential through a range of inspiring learning opportunities. We have a very open door policy for parents and the community of the school, recognising that by working together we can do our best for our children.

There are a range of grounds around our school including a small staff car parking area, large grassy area with a jungle gym, wildlife garden around the perimeter wall, a quadrangle with a pirate ship, a wooden train and flower beds, concrete playing area, a large football pitch/basketball court and a quiet outdoor classroom or seated area.

Pupils in our school are in mixed ability classes, as far as possible, according to their ages. Schools in Scotland are staffed to a formula that relates to the school roll. Hence, the size and distribution of the classes means that we may have to form composite classes, a feature in most schools.

At the start of each session parents are given a list of holiday dates and the names and roles of all staff in the school. There are monthly newsletters emailed home to ensure that parents are kept up-to-date with all school activities, holidays etc. Classes also write their own termly newsletters and teachers provide parents with helpful information regarding children's current learning and how this can be further supported at home.



STAFF MEMBERS

Acting Head Teacher
Depute Head Teacher
Depute Head Teacher

Miss Kim Karam
Miss Chloe Cormack
Mrs Gemma Shortreed

[illegible]

Ms Rhona Bruce
Mrs Rachael Murray
Mrs Alison McDonald
Mrs Elanor Shanks
Mrs Linda Wood
Mrs Yvonne Birnie
Mrs Rhona McCallum
Mrs Diane Anderson
Mrs Carol Wilson
Miss Lisa Addison
Mrs Christine McLeay
Mrs Anne-Marie Lawson
Mrs Mairi Cumming
Mr Malcolm Schofield
Ms Louise Laing
Mr Colin Young
Mr Iain Ewen
Mrs Beverley Henderson
Mrs Nicola Belcher
Mrs Ashley Slater
Ms Rachel Vass
Miss Jaye-Lea Barber
Mrs Rhona McCallum

Janitor
School Administrator
Clerical Assistant
Classroom Assistant/PSA
Classroom Assistant/PSA
Classroom Assistant/PSA
PSA
PSA
PSW
PSA
PSA
PSA
PSA
PSA
Children's Supervisor

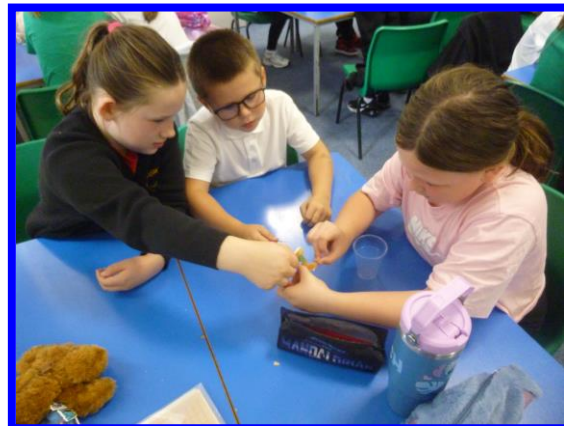
Mr Davie Crombie
Mrs Judith Wood
Mrs Audrey Campbell
Mrs Jill Murray
Mrs Fiona Chalmers
Mrs Maureen Wilson
Mrs Zoe Hay
Mrs Kaye Rumbles
Ms Nikki McLeod
Mrs Kirsty Imlach
Mrs Carol Bradford
Mrs Kirsty Taylor
Mrs Nicola Bond
Mrs Jenny Miller
Mrs Sophie Clark

PRIVACY STATEMENT

For further guidance, please refer to Moray Council document "Data Protection Guidance" (Appendix A) and page 8.

SCHOOL ETHOS

Our vision at Cluny Primary School is 'to create a safe and successful learning community that encourages everyone to be the best that they can be.'



We have five key values: Ambition, Honesty, Positivity, Resilience and Respect.

To go alongside these and to bring our values to life, we have Value Mascots, which were designed and created by our pupils.

These are Andy the Ambitious Ant, Ollie the Honest Octopus, Penelope the Positive Panda, Rosie the Resilient Raccoon and Raspberry the Respectful Rabbit.

Our Values and our Value Mascots are displayed throughout the school.



At Cluny Primary School we want to enable our children to be 'successful learners', 'confident individuals', 'responsible citizens' and 'effective contributors'. We do this in a variety of ways:

Successful Learners	Confident Individuals
- Plan a structured and balanced 'Curriculum for Excellence'. - Varied teaching methods and activities, e.g. 'active learning'. - Encourage pupil responsibility for self/peer assessment and target setting. - Monitor progress, record achievement and attainment to ensure each child reaches their potential. - WOW/skills	- Identify the emotional, physical and social needs of pupils and help them develop positive attitudes, personal and social skills. - Provide appropriate support for children with additional needs. - Celebrating success in the classroom, the school and in 'out of school' life. - Encourage a healthy and active lifestyle. - Create within the school a warm, caring and supportive atmosphere in which children, staff and parents feel secure and valued.
Responsible Citizens	Effective Contributors
- Encourage children to enrich the school and its community by acting responsibly and by valuing the unique culture and traditions of its past. - Ensure that individual differences of race, culture and belief will be respected and celebrated as an enriching factor in the school community. Equal opportunities will exist for all. - Enable children to take part in decision making in the school through the pupil council and class circle time activities. - RRS/UNCRC	- Promote attitudes of enterprise and self-reliance. - Encourage pupils to work on their own, and in teams to apply their thinking skills, to create and develop ideas, and to solve problems. - Encourage pupils, staff and parents to contribute towards the effective running of the school, taking pride in the presentation of the school environment.



VISIONS AND VALUES



Vision

To create a safe and successful learning community that encourages everyone to be the best that they can be.

Ambition

- Trying your best at all times
- Working hard to achieve goals
- Being determined
- Aiming high
- Setting goals for yourself

Honesty

- Telling the truth
- Being true to yourself
- Not blaming others for your mistakes
- Taking ownership of your words and actions
- Not covering for others

Positivity

- Trying to see the best in a situation
- Smiling at others
- Being kind to others
- Believing in ourselves and others
- Encouraging each other

Resilience

- Being able to 'bounce back'
- Not giving up – keep trying
- Believe in yourself
- Learn from mistakes
- Be kind to yourself
- Have a Growth Mindset

Respect

- Valuing different views
- Allowing others to speak, play and join in
- Treating others fairly
- Using kind words and actions
- Saying please and thank you



CHILD PROTECTION

Child Protection Indicators

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)

It is the duty of 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. These include:

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

Where school staff have concerns about a pupil, which suggests the possibility of abuse, these concerns will be passed on immediately to the designated Child Protection Co-ordinator in school, who will then discuss the concerns with a member of the Social Work Team. In these circumstances, parents will not normally be consulted first.

Further information regarding these indicators of risk can be found in the National Guidance for Child Protection in Scotland (2021)

DATA PROTECTION

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. Information is also shared with 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.

ENROLMENT AND TRANSFERRING

The intake of Primary 1 children takes place in August each year and children who will be five years of age on, or before, the last day of February of the following year are eligible for admission. In January a notice is placed in the local newspapers, which informs parents about the enrolment dates. Enrolment can be done directly at

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

Parents should provide a copy of the child's birth certificate and proof of address with them at the time of registration. There will also be an extensive number of opportunities for both children and parents to visit the classes take part in a range of transition activities and you will be able to get to know your child's teacher. Teachers from the school also visit your child in Nursery.

The first two weeks in a new school can be an exciting time for children and their parents and it is important that a good start is made in building up relationships. We have a very positive transition programme which ensures that children feel safe and nurtured in our school.

STRUCTURED PLAY IN P1

Play is acknowledged as an essential part of the primary curriculum, particularly at the early stages where it could be described as a 'child's work'. It provides a focus for children to explore, to learn, to share materials and talk about ideas. Encouraging children to be curious helps them to gain an understanding of their world and through play this is non-threatening. The ways in which children learn through play are discussed more fully at P1 induction evenings.

NEW PUPILS

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Cluny Primary School should telephone the school office, or call in to the school reception, to request an appointment to visit the school. You will be shown around the school building so that you are familiar with the layout. You will have the opportunity to visit classes at work and also meet some of the teachers, adult helpers and other staff members who work at Cluny Primary.

TRANSFER FROM OTHER SCHOOLS

It is helpful if records and work/examples from previous schools are available for your child's new teacher so that we can try to ensure that continuity of learning takes place. We also advise that children should be allowed to settle over a few weeks, unless there are major concerns, and then parents should arrange to meet the teacher to discuss how the transfer has gone.



MOVING ONTO SECONDARY EDUCATION

At the end of Primary 7, pupils move to their secondary education. Most children at Cluny Primary move to Buckie High School. There are a series of information meetings for parents and pupils held during the latter part of Primary 7.

In their third and final terms in Primary 7, our children are visited by Guidance Staff from the Secondary who answer any questions the children may have. There are also induction days at the High School so that pupils become familiar with the school, its layout and some of their new teachers. It is also an opportunity for pupils to meet children from other schools who will be starting their first year at High School with them. There are enhanced transition opportunities scheduled for pupils who have additional needs which need to be supported.

The contact details for Buckie High School are:

Head Teacher: Mrs Jemma Playfair

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

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



PROCEDURES FOR CONTACTING THE SCHOOL

Parents can contact the office on 01542 831417 to ask any enquiries or advise the school of your child's absence. Emailing the school is also welcomed on admin.clunyp@moray-edunet.gov.uk and absences can be intimated also on the parent portal – www.parentsportal.scot

You can use the school telephone information line (details on the following page) to hear about any school announcements e.g. in the event of severe weather closing the school. Additionally, you can use the school information line to leave any non-urgent message when the school is not open.

ATTENDANCE AND ABSENCE

If your child is unable to attend school, e.g. due to illness or medical appointments, please contact the school office in the morning to explain the reason for absence. Absences can also be reported by email, Groupcall Messenger or Parentsportal.



FAMILY HOLIDAYS DURING TERM TIME

Advice from the Scottish Government is that holidays taken during the school session, other than in exceptional circumstances, should be considered as unauthorised absences. Parents need to inform the school about such holidays, and each case will be considered on its merits.

CONCERNS AND ENQUIRIES

Cluny Primary has an open door policy, which means that parents are welcome in the school at any time, signing in at reception first. We have a number of parents who volunteer to work with the children on a range of activities and we encourage all parents to get involved in the life of the school. We encourage parents to contact the school at any time to discuss any queries they have regarding their children's welfare or learning.

If you have any queries about your child, please contact the school straight away. For parents who wish to discuss something in depth it is better to make an appointment for a time when the Head Teacher/Depute Head Teacher or Class Teacher is free from class commitment. If you wish to make an appointment, please telephone the school office.



PARENTAL INVOLVEMENT OPPORTUNITIES



At the start of each session, parents are informed about the arrangements for the formal reporting of each child's progress. We regularly report on your child's learning and this takes the form of a Settling-in-Report in Term 1, a Parent Meeting Appointment in Term 2 or 3 and an End of Year Report in Term 4. Where necessary, we may also have more regular meetings. We wish to fully involve parents in their child's education.

Normally parents and friends are welcome helpers around 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 you. 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 at the start of each session and depends on the availability of support. We believe that it is important for children to participate in school concerts, educational trips, local activities and inter-school competitions, etc. We appreciate the help we receive from our parent volunteers.

We ask you, as parents, to take an active interest in all that your child does and support us in maintaining the high standards set by the school. We also offer open afternoons for parents to see their child's learning and achievements. Please continue to support your child's learning at home. Allow time to complete reading and other homework 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 homework diaries. Some children will have home/school diaries in which learning activities and other important news can be shared.

THE CLUNY WAY

At Cluny Primary School... ○ We are kind to others ○ We are safe ○ We are honest ○ We try our best ○ We encourage others ○ We look after property ○ We are respectful of our own rights and of other people's rights	Our Non-Negotiables are... ○ No swearing or inappropriate language ○ No bullying, violent or aggressive behaviour ○ No unsafe behaviour ○ No damaging school property ○ No disrespectful behaviour
<u>Rewards</u> ○ Well done ○ Sticker ○ House points ○ Token or golden token ○ Certificate ○ Phone call home	<u>Consequences</u> ○ Reminder from Class Teacher ○ Conversation with the Depute or Head Teacher ○ Break/lunch with the Depute or Head Teacher to reflect ○ Note to take home ○ Phone call home

Article 28 – Every child has the right to an education

Article 29 – Every child has the right to an education which develops my personality, respect for others rights and the environment

Article 31 – Every child has the right to relax and play and enjoy a range of cultural and artistic activities.

PARENT CONSULTATIONS AND ORGANISATIONS

At Cluny Primary, 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.

Cluny Primary has a parent organisation, Friends of Cluny, who support the work of the school. We recognise that parents are the first educators of their children and know them best. We strive towards promoting parent and school partnership and the Friends of Cluny exists to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between the school, parents, pupils and the local community
- report annually to the Parent Forum (all parents of the school)

Friends of Cluny, is also our main fundraising group who meet on a termly basis to plan events for the school. A new committee is formed on an annual basis and information regarding this group can be obtained from the school office. Friends of Cluny is a very important part of our school and the group has recently funded our subscription to Accelerated Reader (our home reading programme), the purchase of new reading resources, Christmas fun days and our pantomime trip.

Houses

We have four House groups at Cluny Primary School. The names of our Houses were chosen by staff, parents and pupils and reflect our local play parks. Each house also has an allocated colour, which can be worn at House events such as sports day. The Houses and their colours are as follows:

- Linzee Gordon – Green
- Mersons – Blue
- Letterfourie – Red
- Ian Johnston – Yellow

Each House has two House Captains, who act as positive role models and help promote and encourage our school values, vision and aims. All of our Primary Sevens are invited to apply for the post of House Captain and go through an interview process with staff members before undertaking the role. Alongside our House Captains, we have a team of Prefects who also act as role models for our younger pupils and support pupils in the playground environment.

INFORMATION FOR PARENTS AND CARERS

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, Communities & Organisational Development, or the Moray Council website

www.moray.gov.uk/moray_standard/page_47236.html. This booklet is also available in other languages.

SCHOOL INFORMATION

Parents can have access to the **School Improvement Plan** and annual **Standards and Quality Report** on the school website. You will also find a range of information leaflets and parent guides to the curriculum on the school website. If you wish further information, please do not hesitate to contact the school in person



SCHOOL IMPROVEMENT PLAN

Full details are available in the school's full '**School Improvement Plan**'.

At Cluny Primary, we aim to *improve* educational experiences for all of our pupils. We have identified a number of improvement priorities. These are:

- Curriculum Development (STEM and Digital Literacy)
- Raising Attainment
- Parental Engagement

THE SCHOOL'S SUCCESSES OVER THE YEARS

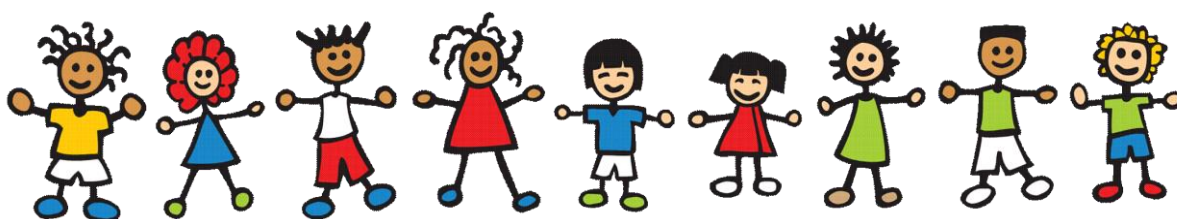
Full details of the school's successes and achievements are available in '**Standards and Quality Report**' – **Cluny Primary School**. Achievements continue to be celebrated regularly through weekly assemblies, presentation of certificates and stickers, out of school achievements displays on our 'Wonder Wall' and celebration of events in local newspapers. Over the years we have continued to experience many successes and achievements; some of these are:

- Taking part in local sporting competitions including Cross Country, Orienteering, Cricket, Basketball Championships, Badminton and Rugby Festivals
- Enjoying outdoor education and activity days
- Blythswood Shoe Box Appeal.
- Christmas Carol Concerts
- Learning Together Afternoons for all stages
- Participating in the Gordonstoun Challenge
- Community Involvement Moray Council Schools Award.
- Rights Respecting School Accreditation
- Scottish Opera Performances and Workshops

Information on Cluny Primary (and other schools) academic performance can be obtained at:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>





ASSEMBLIES

Assemblies are held every week within our school. We have two assemblies on a Monday afternoon– one for P1 – P3 and one for P4 – P7. The Head Teacher, Depute Head Teacher, Pupil Council, Local Ministers and visiting speakers, take assemblies on a rota basis. We also have visits from Scripture Union and local charities. We use our assemblies not only for religious observance but also to promote sound moral values. Special assemblies, open for anyone to attend, are held in Buckie North Church at different points throughout the year.



RELIGIOUS AND MORAL EDUCATION

Christianity and Other World Religions are taught so that pupils learn about:

- Beliefs
- Values and Issues
- Practices and Traditions

Where parents exercise their legal rights to withdraw their children from Religious and Moral Education Observance, their wishes will be respected and the child will take part in different activities during this time. To make these arrangements, please forward a letter to the Head Teacher stating your reasons for this request. For further guidance, refer to the Moray Council document 'Religious Observance in Schools'.



FUNDRAISING FOR LOCAL, NATIONAL OR WORLD CHARITIES

Charity Leadership activities are undertaken on an annual basis. This helps to secure the values of the school as we try to improve the lives of others. We have supported Marie Curie Cancer Care, the Poppy Appeal, Children in Need, Moray RDA, Friendly Access Moray (Autism), Abbie's Sparkle Foundation, Logan's Fund, MFR Cash for Kids, RNLI Buckie, Blythswood, Buckie Cancer Support Group, Macmillan and the Buckie Hub.

RELATIONAL AND NURTURING SCHOOL

Rights Respecting School

The UN Convention on the Rights of the Child (UNCRC) affirms that every child has a right to education. The purpose of education is to enable children to develop to their fullest possible potential and to learn respect for human rights and fundamental freedoms. At Cluny Primary School we aim to ensure the rights of the child are reflected in our school vision of **creating a safe and successful learning community that encourages everyone to be the best that they can**. We are a Rights Respecting School, achieving our Bronze Award in July 2022. At the beginning of every school year, each class develops and displays their own class charter where they agree on a class standard linked to the UNCRC with particular emphasis on:

Article 28: Children have the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Children have the right to rest, relax and play and enjoy a range of cultured and artistic activities.

At Cluny Primary, we are aiming to embed a 'child's rights' approach into all aspects of school life through teaching and learning **about** rights, teaching and learning **through** rights and teaching and learning **for** rights.

Zones of Regulation and Emotional Coaching

At Cluny Primary School we encourage all children to share how they feel and help them self-regulate so they are ready to learn. Each class uses Zones of Regulation as a visually structured way of supporting children to recognise their feelings. Each morning and throughout the day children are encouraged to select the zone which reflects how they are feeling. Children can move their name/peg to a different zone throughout the day which reflects their feelings at that time. There are four zones, blue is when they may be tired and not feeling well, green is when children are happy and calm, yellow is when children are getting more excited/frustrated and red is when they are finding it difficult to focus/work and are usually not in the right place to learn. Also displayed are strategies of how to help them move from one zone to another e.g. take 5 breaths, have time out, cuddle a soft toy, have some quiet calm time etc. All staff members wear the Zone of Regulation colours on their lanyards so that we can discuss feelings and relate them to the four zones in any area of the school, including the playground.

Solution Orientated and Restorative Approach

At Cluny Primary School, we use a Solution Focused and Restorative Approach when dealing with behaviour. Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff. Proactive strategies that we use throughout the school include:

- Emotional Coaching
- Zones of Regulations
- Daily check-ins
- Class charters
- Modelling behaviours
- Recognition of desired behaviour
- Effective, genuine feedback
- School Values used and referred to – mascots used as a visual

NURTURING ENVIRONMENT

One of the keys to building a positive relational school is that the wellbeing of everyone in the school community is paramount. There needs to be consistent thinking and practice across the whole school family. We actively seek to promote the emotional wellbeing, development and learning of our pupils, staff and families and we work to manage behaviour and build the children's capacity for self-regulation, resilience and confidence. We respond to the needs of children who struggle with attachment or who have experiences of loss or trauma through targeted nurture groups and learning.

As a school we believe in the 7 principles of nurturing approaches:

- Provide a consistent and safe base
- Maintain a future focus
- Understand children developmentally
- Attuning language and interactions
- All behaviour is communication
- Transitions are significant in the lives of children



Children who have or are experiencing stress or trauma often need special support to help them with responses which may include fight, flight or freeze. Our staff have been trained in de-escalating situations to help prevent and reduce stress.

TARGETED NURTURE

Sometimes, children can struggle with their emotional wellbeing and self-esteem. We have a range of nurture groups which try to help children develop resilience and cope with experiences. Your child may be asked to join a nurture group if:

- They are finding it hard to listen to others or join in
- They have been affected by a family illness or break up
- They have experienced family or friend bereavement
- They find it hard to share and take turns
- They find it hard to settle into class
- They are having friendship difficulties or are finding it hard to make friends
- They find it hard to accept losing a game
- They are quiet, shy or withdrawn

Children follow a structure and routine which includes group listening and speaking, individual and shared playing and social skills. The group runs on consistency, positive reinforcement and praise.

NAMED PERSON

As part of the national **Getting right for every child** (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a **Named Person** to help them get the support they need. In primary schools the Head Teacher (admin.clunyp@moray-edunet.gov.uk) is usually the **Named Person** and will remain throughout their time at primary school. On transition to Secondary School, Principal Guidance Teachers

usually become the **Named Person**. The **Named Person** will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

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

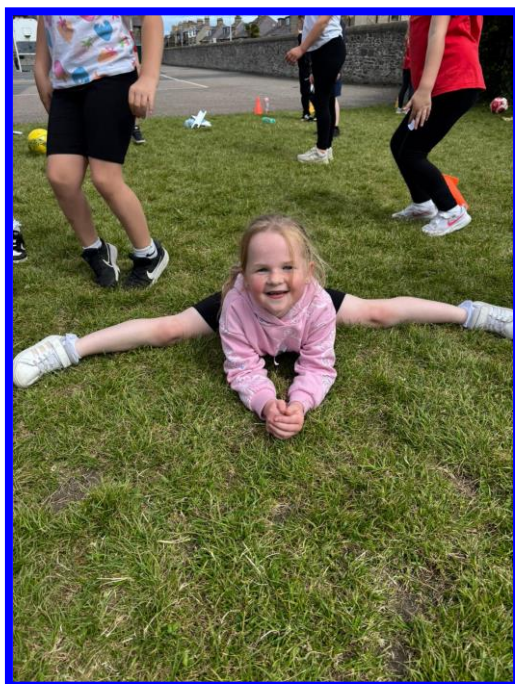
Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your **Named Person** by phone, email or alternatively a letter marked for the attention of your Named Person.

RELATIONSHIP BREAKDOWNS AND BULLYING

At Cluny Primary we are committed to providing a safe, supportive and nurturing environment for all pupils. We aim to promote a culture that encourages respect, values opinions, celebrates differences and builds positive relationships. Everyone has the right to an education in a supportive, caring environment without fear of bullying.

Bullying is the unjustified, prolonged display of verbal or physical behaviour on the part of one individual or group towards another. Bullying is wrong and no one has the right to hurt others by hitting, kicking, name calling, spreading rumours, malicious gossip or sending nasty texts or emails. As a school, we teach children the importance of reconciliation, respect, kindness, humility and compassion. These are demonstrated and encouraged through our universal work and life of the school and work alongside our comprehensive health and wellbeing programme.

For further guidance please see the Moray Council document – Bullying – Building Better Relationships – Anti-Bullying Guidance.



PROMOTING A SAFE ENVIRONMENT FOR ALL

As a school, we encourage all children to take responsibility for their behaviour and their actions. Through our universal life and work of the school, we promote the importance of treating all children with respect, without prejudice to age, disability, gender assignment, race, religion, belief, gender or orientation. We ensure that all pupils, particularly those who are vulnerable know that the school cares about bullying and will put in extra support for those who need this. Children who are new to the school are given a buddy to help them feel included in our school community. Children are given regular reminders that bullying is not acceptable. All staff watch out for bullying and children are supervised going in and out of classes as well as in the playground. Staff note any concerns and parents are encouraged to inform the school if they have any concerns.

Cyber bullying is a form of bullying that takes place online through smartphones or tablets, social media sites, messaging apps, gaming sites and chatrooms such as Facebook, X Box live, Instagram, Snapchat and Youtube. Technology allows users to bully anonymously, 24 hours a day, 7 days a week. It invades home and personal space. Online bullying is less evident but is highly intrusive. We remind parents that children are not meant to have their own accounts on these platforms until they are of High School age.

As a school, we encourage children to take responsibility for their behaviour online and not to hurt others or cause them to be bullied by someone else. If a child reports to a member of staff that they are being bullied online, parents will be contacted in the first instance and other services as required.

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. 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. All children and young people have an entitlement to provision of an excellent education so that they develop **skills for learning, life and work**.

Curriculum for Excellence is **not** a '*one size fits all*' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. 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 there are plans already in place for parents across the country to have access to Glow in due time.

A factfile about the 'Curriculum for Excellence' for parents/carers which provides a more comprehensive overview of CfE (and an explanation of the terms used) is available on the school website. You can also access further information about the curriculum and supporting your child on:

<http://www.LTScotland.org.uk/Parentzone>

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

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

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.

Curriculum Levels

These describe the progression in learning and development of children and young people from age 3-18 years. In brief, these are:

- **Early Level** - pre-school through to end of Primary 1.
- **First Level** - through to the end of Primary 4.
- **Second Level** - through to the end of Primary 7.
- **Third and Fourth Levels** - Secondary 1 - 3.
- **Senior Phase** - Secondary 4 - 6.
-

As a very general guide, children are expected to be at Second Level, and beginning to learn and develop at Third Level, as they make the transition from Primary into Secondary Education. Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependant on individual circumstances and needs.

Experiences and Outcomes (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities. Not only do children learn more knowledge about the topic, but they are continuously developing their literacy, numeracy and team working skills.

The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is promoted.

Key Areas of Education

Literacy across learning,

Numeracy across learning and

Health and Wellbeing across learning

Experience - describes the **learning activity** taking place.

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>

The Seven Principles -	The Eight Curriculum Areas –
All learning must take account of these principles: • Challenge and Enjoyment • Breadth • Progression • Depth • Personalisation and Choice • Coherence • Relevance This is to ensure children's development is useful and meaningful	Containing a range of subjects: • Expressive Arts Art, Drama, Music and Dance • Health & Wellbeing Personal, Social and Emotional Health and P.E. • Literacy and English Communicating with others. Reading, Writing and Modern Languages • Numeracy and Mathematics Number Work, Problem Solving • Religious and Moral Education Religions, Values and Beliefs. • Sciences Understanding Our Planet • Social Studies Scotland and the World; Past, Present and Future. • Technologies Food, Design and Computing.

LITERACY AND NUMERACY

LITERACY AND LANGUAGES

The skills required for communication are fundamental to the curriculum and to the needs of our society. The best teaching and learning results from the integration of the four elements of the language curriculum.

1. **Listening** - Children need to be taught to listen well, especially to the opinions of others if they are to fit in socially. We help children to increase their concentration span.
2. **Reading** - The ability to read is one of the basic requirements of an education for life. There is a high emphasis placed on developing good reading and comprehension skills
3. **Writing** - The conventions of written language – punctuation, spelling, handwriting – are best taught from the children's own work so that the mistakes they make become the teaching points. It is also important for children to produce written work that is relevant, effective, functional and imaginative. This will come through theme work in the class and will be from first hand, imagined or created experiences.
4. **Talking** - We aim to encourage good articulation skills so that the children have the ability and confidence to express appropriately their ideas, opinions, questions and answers in any situation or company.

PRIMARY LANGUAGE – 1 + 2 PROGRAMME

We offer French Learning for all children in P1-5. Children in Primary 6 and 7 continue to learn French and this is joined by learning German. The programme for this aspect of the curriculum is available from the office.

MATHEMATICS AND NUMERACY

Mathematics is about solving problems not just 'doing sums'. The ability to calculate quickly is essential. Children need to develop a high level of competence in addition, subtraction, multiplication and division so that they can apply these skills in real life situations.

In Cluny Primary the practical activities, necessary for children to fully understand computation, will come first. Children need to practise orally and in written form to ensure that they can access mathematical facts quickly and accurately. Mental maths is given a high priority in our school. It is beneficial to go over timetable and number bonds at home.

Key aspects of our Numeracy Curriculum involve Number and Number Processes, Shape, Angle and Transformation, Estimating and Rounding, Money, Time, Measurement, Data and Analysis, Ideas of Chance and Uncertainty and Fractions, Decimals and Percentages,

EXPRESSIVE ARTS

- Art and Design
- Drama
- Music
- Dance

Through the expressive arts we allow children to explore, express and create aesthetically in ways that are satisfying to the individual.

We encourage children to achieve high standards by displaying work around the school and by holding public performances, which allow the children to demonstrate their skills, abilities and talents.



TECHNOLOGIES

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning. These are:

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

Moray School Networks are provided for pupils to do school-related work, including research and communication with others. For internet access, parental permission is required. For further guidance, refer to Moray Council Document – Internet – Guidelines for Pupil Use.

HEALTH AND WELLBEING (HWB)

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. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the next generation of healthy children.

Varied Learning Methods

There are a variety of ways in which learning opportunities may be presented to children. The CfE represents a different approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth.

Examples of how children will learn differently are:

- **Using technologies**
Find, research, communicate, create and present.
- **Active Learning**
Being actively engaged in the learning task, whether mentally or physically
- **Cooperative Learning**
Encouraging thinking and talking together to discuss ideas and solve problems. Learning from each other.
- **Interdisciplinary Learning**
Using links between different areas of learning to develop, reinforce and deepen understanding.
- **Outdoor Learning**
Making use of the outdoor environment and surrounding community.



Personalisation, Choice and Achievement.

Planning of learning contexts and methods may be personalised according to an individual's learning and development priorities. Thus, there may be different expectations of learning achieved for different children.

It is **not** only the academic achievements of children that are recognised. We celebrate a range of achievements reached by children in and out of the school community e.g. progress in personal development, participation in events, extra-curricular and personal interest activities.

SKILLS FOR LEARNING, LIFE AND WORK

The CfE emphasises the development of **skills** for learning, life and work. These are wide ranging and include:

- **Higher order skills** - thinking about complex issues, problem solving, analysis and evaluation and creativity.
- **Critical thinking skills** - making judgements and decisions, communicating, co-operating with others, self organisation.

Important themes are Enterprise, Global Citizenship and Sustainable Development.

Pupils can also become involved in the school's 'Learning Council'.

META SKILLS

Self-Management Taking responsibility for yourself	Social Intelligence Awareness of self and of others	Innovation Create positive change
Focussing I can stay on task 	Communicating I can share information so everyone can understand 	Curiosity I want to learn new things 
Integrity I am honest 	Feeling I can consider other people's feelings 	Creativity I can think about and do things in different ways 
Adapting I can cope with change 	Collaborating I can work with others 	Sense making I can solve problems 
Initiative I can think for myself 	Leading I can inspire and motivate others 	Critical Thinking I can reflect and evaluate to help me make decisions 

REPORTING, ASSESSING AND PROFILING OUR CHILDREN'S LEARNING ACHIEVEMENT

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action. To this end we conduct start of year class assessments of the child's stage of development in reading, spelling, writing and maths in every class. Regular tracking of all childrens' progress takes place.

Baseline assessments take place in August, November, February and June throughout the school. These assessments inform teachers' plans. As well as these formal assessments, teachers carry out formative (informal) assessments daily to detect any difficulties pupils are having. SNSA testing of Primary 1, 4 and 7 pupils takes place throughout the school year. This is a national standardised test.

Assessment is crucial to tracking progress and planning next steps to enable quality learning to take place. Learners are greatly involved in this process so that they can take ownership of learning progression.

- Self assessment - what has been successful and what needs improvement
- Peer assessment - help others appreciate what is good about their work and what needs developing
- Personal learning planning - **pupils, teachers and parents** will work together to develop **planning for the child's next steps in learning.**

REPORTING

Reporting informs parents/carers of their child's progress. This can be in the form of written reports and parent appointments. The written report in June will advise how much progress has been made against targets set at the beginning of the school year. Learning and achievements are also reported more informally at 'open afternoons' or via 'learning wall' displays.

Teaching staff and school leadership team may also get in touch with parents/carers to discuss any learning, personal or behaviour matter as issues arise.



ADDITIONAL SUPPORT NEEDS

Children do not all progress at the same rate and provision is made within the school for children who, for a variety of reasons, are experiencing any difficulties.

When a child has been identified as requiring additional support, parents will be notified and invited to come in to school to discuss the matter with the class teacher and/or the Support for Learning teacher.

A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. Some children will have an **IEP** (Individualised Educational Programme) devised for them. This will be devised by the class teacher and support for learning staff. The IEP will be shared with parents and the programme will be monitored and updated on a regular basis. Staff also work in partnership with other agencies. e.g. Speech and Language Therapy, Educational Psychology Department.

Support for Learning teachers may work with a child, or group of children, in the classroom and sometimes children are withdrawn for specific tasks. Some children may only need additional help for a short period of time whereas others may have a longer term requirement. Children requiring extra help, may also be supported in the additional support needs base. Extra help can be provided for literacy, numeracy, personal, social and emotional, and behavioural needs.

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

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. 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 via The Moray Council's website. Please refer to **Appendix A** for how to access this. The named GIRFEC coordinator is the Head Teacher.

Information on *GIRFEC* ("Getting it Right for Every Child") is available at:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>



PRACTICAL INFORMATION

All visitors to the school must report to the school reception and sign in. Visitors and parents will then be accompanied with a member of school staff beyond our pupil doors. All volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form.

No child is allowed to leave the playground without permission. If your child is going to be absent please inform the school as soon as possible so that safety is assured.

SCHOOL LUNCHES

Meals are cooked on the school premises and, at the start of session, parents are advised about the cost of school meals. Four weekly meal plans are available. The weekly menu is displayed at the dining room door. Parents can add funds to the IPay system:

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

If you think your household income may mean your child is eligible for free school lunches, then refer to www.moray.gov.uk to access information and the online form.

Please note Primary 1 – Primary 5 receive Free School Meals.

Auxiliaries are in attendance at lunchtime, supervising the dining hall for those having school lunches and packed lunches.

UNIFORM

Children are encouraged to wear navy blue sweatshirts/cardigans/v-necked jumpers with white polo shirts with grey, navy or black skirts or trousers. Children are also encouraged to wear white shirts and their school tie. Dark school shoes should also be worn.

School uniform with the school badge can be ordered online at:

https://www.leonardhudson.co.uk/parents/uniform/Cluny_Primary_School_AB56_1PX

Plain t-shirts/jumpers and shorts/joggers (not football strips), indoor gym shoes and outdoor trainers are required to be worn on PE days. It is helpful if PE equipment, school bags and jackets can have the child's name marked on them. Please leave jewellery and valuables at home. This should prevent the distress caused by items being lost.

Some households may be entitled to clothing grants. Please refer to www.moray.gov.uk for access to information and application forms.

MEDICINES IN SCHOOLS

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.

The "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available at the school and on the Moray Council website.

TRANSPORT

The school is unable to accept responsibility for bicycles and space for parking is limited. We advise that only children from P4 upward should be cycling to school and they must wear a helmet. Children are not permitted to ride bikes/scooters within the school grounds.

Any child living more than two miles from the school is entitled to transport if the family live in the school's catchment area. Children living outwith the zone are not entitled to transport. To claim entitlement, please refer to **Appendix A** for information on how to request an application form.

We encourage children where possible to walk to school. Where parents drive children to school we highlight the 20mph zone around the area and encourage parents to drop their children off at a suitable point so a walk of a certain distance is still possible. The zone directly around the school is designated as our Park and Stride Area and parents are encouraged to not park in this area.

We also strongly encourage parents not to use the car park lane to enter the school as this is used by large trucks and lorries accessing the canteen. Entrance to the school should be made through the east and west playground entrances.

WATER BOTTLES

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. Please bring a named water bottle to school.



HOLIDAY DATES

School Term Dates are available on the internet at The Moray Council at [school term and holiday dates](http://www.moray.gov.uk/moray_standard/page_55829.html)
http://www.moray.gov.uk/moray_standard/page_55829.html

Holiday Dates for Session 2025-2026.	
Autumn Term	
In-service Days	Mon 18 th and Tues 19 th August 2025
Term Begins	Wednesday 20 th August 2025
Term Ends	Friday 10 th October 2025
Autumn Holiday	Mon 13 th October 2025 to Fri 24 th October 2025
Winter Term	
Term Begins	Mon 27 th October 2025
In-service days	Mon 10 th and Tues 11 th November 2025
Term Ends	Friday 19 th December 2025
Christmas Holiday	Monday 22 nd December 2025 to Friday 2 nd January 2026
Spring Term	
Term Begins	Monday 5 th January 2026
In-Service	Thursday 12 th February 2026
Mid term holiday	Fri 13 th Mon 16 th and Tues 17 th February 2026
Term Ends	Friday 27 th March 2026
Spring Holiday	Monday 30 th March 2026 to Friday 10 th April 2026
Summer Term	
Term Begins	Mon 13 th April 2026
May Day holiday	Monday 4 th May 2026
Term Ends	Thursday 2 nd July 2026
Holiday Dates for Session 2026-2027	
Autumn Term	
In-service Days	Monday 17 th and Tuesday 18 th August 2026
Term Begins	Wednesday 19 th August 2026
Term Ends	Friday 9 th October 2026
Autumn Holiday	Monday 12 th October 2026 to Friday 23 rd October 2026
Winter Term	
Term Begins	Monday 26 th October 2026
In-Service Days	Monday 9 th and Tuesday 10 th November 2026
Term Ends	Friday 18 th December 2026
Christmas Holiday	Monday 21 st December 2026 to Friday 1 st January 2027
Spring Term	
Term Begins	Monday 4 th January 2027
In-Service	Thursday 11 th February 2027
Mid Term Holiday	Friday 12 th and Monday 15 th February 2027
Term Ends	Thursday 25 th March 2027
Good Friday Holiday	Friday 26 th March 2027
Spring Holiday	Monday 29 th March 2027 Friday 9 th April 2027
Summer Term	
Term begins	Monday 12 th April 2027
May Day Holiday	Monday 3 rd May 2027
Term Ends	Friday 2 nd July 2027
Plus one occasional day holiday and 2 in-service days to be agreed by 31.3.25.	

APPENDIX A

Moray Council
Education, Housing and Communities
Address: Council Office, High Street, Elgin IV30 1BX
Telephone: 01343 563374 **Hours:** 8.45am - 5.00pm Monday to Friday
Email: education@moray.gov.uk **Website:** www.moray.gov.uk

Updated 14/08/2023

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:	childrensaccesssteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	childrensaccesssteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html

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	Telephone:	01343 563374

Instruction	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

Appendix B – Policies and Approaches

Rationale

At Cluny Primary we are committed to providing a safe, supportive and nurturing environment for all pupils. We aim to promote a culture that encourages respect, values opinions, celebrates differences and builds positive relationships. Everyone has the right to an education in a supportive, caring environment without fear of bullying.

What is Bullying?

Bullying is the unjustified, prolonged display of verbal or physical behaviour on the part of one individual or group towards another. Bullying is wrong and no one has the right to hurt others by hitting, kicking, name calling, spreading rumours, malicious gossip or sending nasty texts or emails.

Supporting our children

As a school, we teach children the importance of reconciliation, respect, kindness, humility and compassion. These are demonstrated and encouraged through our universal work and life of the school and work alongside our comprehensive health and wellbeing programme.

CLUNY PRIMARY SCHOOL

PRACTICE GUIDE FOR ANTI BULLYING



OUR GOLDEN CHARTER PROMISE

**"IN OUR SCHOOL WE PROMISE TO TRY TO TREAT EVERYONE
THE WAY WE WOULD LIKE TO BE TREATED OURSELVES"**

Promoting a safe environment for all

As a school we encourage all children to take responsibility for their behaviour and their actions. Through our universal life and work of the school, we promote the importance of treating all children with respect, without prejudice to age, disability, gender reassignment, race, religion or belief, gender or orientation.

We ensure that all pupils, particularly those who are vulnerable know that the school cares about bullying and will put in extra support for those who need this. Children who are new to the school are given a buddy to help them feel included in our school community.

Procedures for dealing with Bullying

Children are given regular reminders that bullying is not acceptable. All staff watch out for bullying and children are supervised going in and out of classes as well as in the playground. Staff note any concerns and parents are encouraged to inform the school if they have any concerns.

What is Cyber Bullying?

Cyber bullying is any form of bullying that takes place online through smartphones or tablets, social media sites, messaging apps, gaming sites and chatrooms such as Facebook, X Box live, Instagram and Youtube. Technology allows users to bully anonymously, 24 hours a day, 7 days a week. It invades home and personal space. Online bullying is less evident but is highly intrusive.

As a school we encourage children to take responsibility for their behaviour online and not to hurt others or cause them to be bullied by someone else. If a child reports to a member of staff that they are being bullied online, parents will be contacted in the first instance and other services as required.

Rationale

At Cluny Primary we believe that positive relationships are integral to the wellbeing of all the school community. We foster and expect positive relational behaviour from all and this underpins our 3 community value pillars of Respect, Responsibility and Resilience. It is a key vision of Cluny Primary to work together with every member of the school family for the positive health and wellbeing of all.

Golden Rules

Our parents, staff and children have agreed on 6 Golden Rules for our community to nurture:

- We work hard
- We are kind and helpful
- We are honest
- We listen and follow instructions
- We look after property
- We are gentle

Recognising Positive Relationships

Each class has a Class Charter and we have a universal playground charter and Golden Promise. Each week a Class Charter Champion is nominated for excellent examples of positive relationships along with Star Learners of Gold, Silver and Bronze. Each week these are celebrated at Assembly.

CLUNY PRIMARY SCHOOL

PRACTICE GUIDE TO BUILDING RELATIONSHIPS



OUR GOLDEN CHARTER PROMISE

**"IN OUR SCHOOL WE PROMISE TO TRY TO TREAT EVERYONE
THE WAY WE WOULD LIKE TO BE TREATED OURSELVES"**

Approaches to Building Relationships

The school community nurtures, models, reminds and reinforces the importance of positive relationships. Children are universally taught about Positive Relationships as part of the Life and Work of the School through assemblies, health and wellbeing programmes and specific curriculum work in the classroom. Some children may benefit from targeted support in these areas. We aim to build a school environment where everyone feels happy, safe and secure. We use a *Restorative and Solution Oriented Approach* when dealing with behaviour which impacts on relationships and wellbeing. This is designed to put matters right and encourages positive choices in the future. It recognises that harm has been done and focuses on healing and restoring the relationship.

Building a Relational School

Restorative and Solution Oriented Approaches enable the school to resolve conflicts, improve behaviour and develops positive wellbeing. This encourages reflection and reduces resentment. Restorative Approaches teach children about relationships, they help children learn how to express feelings and emotions and increases their ability to resolve problems and issues.

In instances where children make a relational choice which has impacted on the wellbeing of others we have a clear staged Intervention Programme to offer support. Initially children are reminded about the Charters and Promises and given positive encouragement. (Stage 1). At Stage 2, children are asked to sit quietly and think about their choices using a Think Card. The Class Teacher will contact the family. At Stage 3 the matter is discussed with the DHT/HT and contact is made once more with the child's family.

It is essential that the school works closely with families and the wider community. This practice guide should be read alongside the Anti-Bullying Policy.

Rationale

Child Protection means protecting a child from child abuse or neglect. Abuse or neglect need not have taken place: it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect. Education staff may be the first to be aware of difficulties and should share information immediately with the Child Protection Coordinator.

Child Protection Indicators

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. These include: domestic abuse, parental drug use, parental alcohol abuse, parental mental health, sexual abuse, physical abuse, emotional abuse, non-engaging family, child placing self at risk, (experiencing mental health problems or displaying harmful or problematic sexual behaviour), female genital mutilation, honour based violence and forced marriage, fabricated or induced illness,, sudden unexpected death in infants and children, online and mobile phone child safety, under age sexual activity, neglect, forced or dangerous labour, child sexual exploitation, trafficking or missing from education.

CLUNY PRIMARY SCHOOL - PRACTICE GUIDE TO

CHILD PROTECTION



OUR GOLDEN CHARTER PROMISE

**"IN OUR SCHOOL WE PROMISE TO TRY TO TREAT EVERYONE
THE WAY WE WOULD LIKE TO BE TREATED OURSELVES"**

Every Child Matters

The wellbeing of every child is paramount.

This guide helps to ensure that all staff are well placed to observe signs and symptoms in a child that may indicate child abuse and describes procedures that must be followed to protect a child if child abuse is suspected.

Where there is a possibility that a child could be at risk of abuse or neglect, we will share our concerns with the Social Work Department, the police or Reported to the Children's Hearing System and that parents may not normally be consulted first depending on the circumstances. We also have a duty to share information with other agencies to facilitate the correct decision being made for the wellbeing of the child.

Responding to and Reporting Concerns

All staff in the school community have a responsibility to note and share any concerns they have about a child's wellbeing (with reference to the SHANARRI wellbeing indicators). These should be in the first instance, drawn to the attention of the class teacher and noted in the Health and Wellbeing Recording Sheet at the back of the teacher's register.

Where a child protection disclosure is made by a pupil to a member of staff, the member of staff should write down the exact details of the disclosure as soon as possible after the event. The record should include details of the date, time, locations, events prior to the disclosure, others in attendance at the time and what the pupil said.

Any member of staff who suspects child abuse or following a disclosure should immediately inform the named Child Protection Coordinator, Claire Wood, or in their absence, the Depute Child Protection Coordinator.

Please refer to the full Child Protection Practice Guide which details additional information.

All staff have a responsibility to:

- Understand safety evacuation procedures
- Take reasonable care of their own health and safety
- Report any accident or near misses
- Report incidents of violence
- Instruct pupils in the safe working practices
- Check that classrooms are safe before

Protecting our school community

- Accidents and first Aid

Report all accidents to a first aider. First aid boxes are located in the main school office. The first aider should complete the accident book and form. Should there be any head bump, parents must be telephoned.

- Computers and Screen Equipment

Please remember to switch interactive boards off at some points during the day to prevent overheating.

- Electrical Equipment

These are regularly checked by PAT Testing.

- Medication

All medications should be kept in the main school office and protocol followed.

CLUNY PRIMARY SCHOOL - PRACTICE GUIDE TO

HEALTH AND SAFETY



OUR GOLDEN CHARTER PROMISE

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Health and Safety Practice Guide

- Emergency Fire Procedures

In the event of an emergency, the alarm must be raised using the nearest call point. There are fire notices in each room in the school. It is important that all staff familiarise themselves with the fire notices and designated areas to assemble.

- Fire Drills

Fire equipment is regularly checked and serviced by a contractor. Fire Drills should happen at least once every term. If there is a gas leak or a bomb alert the fire alarm will be sounded and staff should follow the fire drill and position as instructed.

Hazardous Substances

Cleaning materials must be kept in locked cupboards and appropriate storage regulations followed.

Intruders

If an intruder is seen on the premises staff should challenge them for identification. If the intruder appears threatening in any way the Head Teacher must be contacted immediately.

Repairs and Maintenance

Buildings, services and plant will be inspected termly by the Head Teacher and the Janitor. Staff should report any defects or problems promptly by entering them in the maintenance book at the office.

Sun Protection and Sunscreen

Skin cancer is the most common form of cancer. Pupils should be encouraged to wear hats outside in the sun. If the sun is too strong break time is to be shortened at the discretion of the school staff.

Rationale

Health and Wellbeing are significant aspects of the life and work of our school. Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Health and Wellbeing Programme

We centre our Personal and Social Education programme around:

Safe – protected from abuse and harm (includes Safeguarding Awareness)

Healthy – Having the highest attainable standards of physical and mental health

Achieving – skills, confidence, esteem

Nurtured – having a nurturing place to live and learn

Active – having opportunities to play

Respected – to be heard and involved

Responsible – play active roles

Included – overcome social, educational, physical and economic inequalities

CLUNY PRIMARY SCHOOL - PRACTICE GUIDE TO

HEALTH AND WELLBEING



OUR GOLDEN CHARTER PROMISE

**"IN OUR SCHOOL WE PROMISE TO TRY TO TREAT EVERYONE
THE WAY WE WOULD LIKE TO BE TREATED OURSELVES"**

Children and young people should feel happy, safe, respected and included in the school environment and all staff are proactive in promoting positive relationships in the classroom, playground and the wider school community.

We have established many different ways of encouraging, fostering and nurturing positive health and wellbeing in all of our children. Children are universally taught about health and wellbeing through the SHANARRI programme, and through the general life and work of the school. We also have targeted health and wellbeing groups which may be led by our Support for Learning Team, Pupil Support Team, Nurture Groups, Home School Link Worker, Relax Kids, Peer Support, Buddies, Safe Areas and other outside agencies.

How is the curriculum organised?

Our Health and Wellbeing Programme follows the Curriculum for Excellence Framework and is organised around the following areas

- **Personal and Social Education** - Mental, emotional, social and physical wellbeing (we use Zones of Regulation to help teach Emotional Literacy) – some children may also respond to targeted work in this area. This includes planning for choices and changes (Work), physical activity and health, substance misuse and Relationships, Sexual Health and Parenting –see separate policy)
- **Physical Education**
- **Food and Health**

The development of resilience or coping skills is particularly important to young people as increasing numbers are struggling though school and life with social and emotional needs that greatly challenge schools and welfare agencies.

A resilient child can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.

Rationale

At Cluny Primary we have a universal approach to the teaching and learning ethos in our school. We work together to help our school to be a place where children feel safe, secure, respected and involved. We understand that some children come to school with a range of different experiences and we do our best to help each one.

Universal Nurture

As a school we believe in the 7 principles of nurturing approaches:

- Provide a consistent and safe base
- Maintain a future focus
- Understand children developmentally
- Attuning language and interactions
- All behaviour is communication
- Transitions are significant in the lives of children

Children who have or are experiencing stress or trauma often need special support to help them with responses which may include fight, flight or freeze. Our staff have been trained in des-escalating situations to help prevent and reduce stress.

CLUNY PRIMARY SCHOOL - PRACTICE GUIDE TO

NURTURING APPROACHES AND NURTURE



OUR GOLDEN CHARTER PROMISE

**"IN OUR SCHOOL WE PROMISE TO TRY TO TREAT EVERYONE
THE WAY WE WOULD LIKE TO BE TREATED OURSELVES"**

Nurturing all our children

One of the keys to building a positive relational school is that the wellbeing of everyone in the school community is paramount. There needs to be consistent thinking and practice across the whole school family. We actively seek to promote the emotional wellbeing, development and learning of all our pupils and staff, and we work to manage behaviour and build the children's capacity for self-regulation, resilience and confidence. We respond to the needs of children who have unmet attachment needs, or who have experienced loss or trauma through targeted nurture groups and learning

Targeted Nurture

Sometimes, children can struggle with their emotional wellbeing and self-esteem. We have a range of nurture groups which try to help children develop resilience and cope with experiences. Your child may be asked to join a nurture group if:

- They are finding it hard to listen to others or join in
- Family illness or break up
- Bereavement
- They find it hard to share and take turns
- They find it hard to settle into class
- Friendship difficulties keeping or making friends
- They find it hard to accept losing a game
- They may be quiet, shy and withdrawn

Children follow a structure and routine which includes group listening and speaking, individual and shared playing and social skills. The group runs on consistency, positive reinforcement and praise.

Rationale

Digital technologies are everywhere and they are impacting on what, where, how and why children learn and who they learn from.

Cluney Primary use digital technologies like the internet, laptops and ipads to quickly, easily and cost-effectively connect learners with the huge range of digital resources.

Safeguarding

However, the many benefits of learning with digital technologies are accompanied by some challenges and potential risks for learners and schools. These include:

- Cyber-safety – involves conduct or behavioural concerns involving cyberbullying, smear campaigns, accessing inappropriate content, creating spoof websites or sexting.
- Cybercrime – involves illegal activity
- Cybersecurity – involves unauthorised access or attacks on a computer system eg hacking into someone's social media service account or loading malware onto a laptop. Websites, emails, instant messaging, chat rooms, social media, blogs, podcasts etc

Covered through Safer Internet Week.

CLUNY PRIMARY SCHOOL - PRACTICE GUIDE TO

SAFEGUARDING AND DIGITAL TECHNOLOGY



OUR GOLDEN CHARTER PROMISE

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THE WAY WE WOULD LIKE TO BE TREATED OURSELVES"**

Education for a Connected World

To help children grow in the digital world successfully, we recognise that it is important to balance the benefits offered by technology with an awareness of their own and other's online behaviour. It is also important to help children stay safe and to make a positive contribution when online. We aim to:

- Educate pupils about e-safety issues and appropriate behaviours so that they remain safe and legal online
- To help pupils develop critical thinking skills to reflect and enable them to safe
 - To keep any personal data secure
- To minimise the risks of handling sensitive information.

Digital Safety Programme

Our programme for digital safety focuses on:

- Self- image and Identify
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, wellbeing and lifestyle
- Privacy and security
- Copyright and ownership

Each family will be given a copy of our Digital Safeguarding Agreement and asked to complete and return this to school. Should any part of the agreement be breached or equipment misused, the matter will be reported to the appropriate body and actions taken. Any breach should be logged under the Health and Wellbeing Class Tracker System.

Should any mobile phones be brought into school, these should be given to the class teacher at registration and will be returned at the end of the day. Mobile Phones should be kept in schoolbags at all other times until the child has left the school premises.

Rationale

In Cluny Primary we are committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect. Our aim is to: promote positive attitudes and behaviours towards equality and diversity and promote an understanding of these through the school curriculum and ethos.

We respect the rights of all

Every child matters and every child has different needs...we are all entitled to respect and the opportunity to do well and have a happy and fulfilling life.

Our school staff and wider community aim to

- model and promote an ethos which values equality, inclusion and diversity.
- Challenge prejudice and discriminatory behaviour
- Deal fairly with any prejudice based bullying incidence
- Plan a curriculum which reflects the school's commitments to equality and diversity.

CLUNY PRIMARY SCHOOL - PRACTICE GUIDE TO SAFEGUARDING AND EQUALITIES



OUR GOLDEN CHARTER PROMISE

**"IN OUR SCHOOL WE PROMISE TO TRY TO TREAT EVERYONE
THE WAY WE WOULD LIKE TO BE TREATED OURSELVES"**

Through the life and work of the school, we create a safe and nurturing environment and encourage children respect one another, without prejudice to age, disability, gender, gender identity, race, religion or belief or orientation.

We provide a wide range of support for children for whom English is an additional language, along with access to a range of professional services including Speech and Language Therapy, Occupational Therapy, Physiotherapy, Social Work Services and Psychological Services. We meet the educational needs of children who may have sight or hearing impairment and sensory, communication or motor difficulties. We make arrangements for pupils who wish to opt out of inclusion in elements of religious education or worship.

Key Principles

Our approach to equality and diversity is based on:

- All learners are of equal value. This does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities as others.
- We recognise, respect and value differences and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face.
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect.
- We work to raise standards for all pupils. Where a barrier exists for vulnerable children we work to reduce this.
- Challenging prejudice and stereotyping. We tackle negative prejudice and stereotyping. We challenge and report all incidents of prejudice based bullying. We also challenge gender based and other stereotypes.

We teach children about the range of differences through our Health and Wellbeing Programme.

Physical Measures

Visitors must press an intercom and speak to the school office to request entry. CCTV is located in this area and once visitors have been verified the door will be opened. All visitors are required to sign in and out with reception. Identification badges for visitors and helpers. Members of staff will not admit any unknown person unless their identity has been verified.

Security of the building

Electronic fire and security alarms are in operation and linked to control centres. Security lights are activated if the premises are occupied after dark. Class teachers secure their classrooms by closing all windows and ensuring that their equipment is switched off when they leave.

All regular volunteers are provided with a pack which includes safeguarding and child protection materials. All visitors to school are obliged to wear identification badges. Children are instructed on what to do when they encounter an unidentified stranger.

During the school day all children are supervised when in the playground. Staff should patrol the designated areas and be vigilant at all times. Staff should zone themselves into different areas of the playground.

CLUNY PRIMARY SCHOOL - PRACTICE GUIDE TO

SCHOOL SECURITY AND SAFETY



OUR GOLDEN CHARTER PROMISE

**"IN OUR SCHOOL WE PROMISE TO TRY TO TREAT EVERYONE
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Security of Children

No child is allowed out of school during the day unless a parent or adult comes to collect them. In the event of a child leaving the school premises unsupervised (including absconding), the school will call the parents and thereafter 101 to contact the police. This ensures the child's safety and wellbeing.

All children should arrive at school by 8.55am. Doors will then be shut by the last class into the building for the children's safety.

Any children who come to school after this time should report to the main school reception door.

Keeping everyone safe

It is everybody's responsibility to ensure that we are all safe in our school.

Offensive Weapons

Should a child ever attend school with an offensive weapon or you are notified that this may be the case. A member of management must be contacted immediately.

Theft and Burglary

Should there be theft of any type in the school, again a member of the school management must be contacted immediately.

Security of Equipment

It is important that computer data is secured. Teachers should be mindful of the Data Protection Act and every child should be made aware and regularly reminded about Rules for Responsible Internet Use.

Emergency Lockdown Procedure

Amber Lockdown – 3 rings – staff to remain in classroom

Red Lockdown- 5 bells – come to hall.

APPENDIX C

Play in Primary One at Cluny Primary



“Play is the work of childhood”. Jean Piaget



We know that play can mean many different things to our children and adults. At Cluny Primary play is an important part of our Primary One curriculum and supports the four capacities of learning

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

We aim to make the transition from Nursery to Primary One as smooth as possible by incorporating different types of play into our daily routine. This can be child led, adult directed or adult initiated and will continue throughout the year both in the classroom and playroom.

“No child held back, no child left behind”

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