Greenwards Primary School

From little acorns, mighty oaks grow

School Handbook
January 2026

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Welcome to Greenwards School

This booklet is intended to provide an Introduction to Greenwards School for parents. It will provide you with some of the key information that you may need to know in making a decision on placing your child here and to help your child to settle and grow as part of our school community.

Schools are complex places and it is unlikely that in this booklet we will really capture the full flavour of our school. You are therefore warmly invited to also visit the school and take time to see what the school is like in action. As the school is an open plan building, you will have the opportunity to see our children and staff at work.

This booklet is the first in a short series about Greenwards Primary School. Part 2 contains the current School Improvement Plan while Part 3 is the latest copy of the Standards and Quality Report. In our booklets, the term "Parent" is used and includes guardians and any other person with parental responsibility for a child.

The information contained in this booklet is correct at the date of publication, January, 2026. The information is updated annually.

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

School Name	Greenwards School
Address	Edgar Road, Elgin, IV30 6UQ
Telephone Number	01343 541661
E-mail address	admin.greenwardsp@moray-edunet.gov.uk
Web page	https://sites.google.com/my.glow.scot/greenwrds/home
Twitter	@GreenwardsP

Best wishes and I look forward to meeting you.

Rachel Wilson

Head Teacher

What makes Greenwards, Greenwards?

Our Vision, Values and Aims were created taking into consideration learner entitlements around Children and Young People's Rights and Learning for Sustainability.

Our school values are ***Kindness, Respect*** and ***Resilience***. The principle behind our approach is to place our values at the heart of everything that we do guiding choices, actions and behaviours. This helps us to contribute to a school environment where everyone is included, respected and is able to contribute to our local and global communities now and in the future.

Pupil Improvement Council have identified birds which we use to remind us of our Values. We have selected a Kingfisher to represent Kindness, a Red Owl to represent Respect and a Robin to represent Resilience.

As a school learning community we agreed that our Aims should be to '***Live Our Values Everyday'*** (LOVE). To help us with this and to have a shared understanding of our Values we identified skills, attributes and capabilities linked to each Value.

Our Aims are:

- **To be kind we have empathy and are fair**
- **To be respectful we are honest and trustworthy at all times**
- **To be resilient we persevere and are honest**

Our Vision statement recognises this focus on values and how they can support us to create a better world.

"Our Values help us to grow as kind, respectful and resilient citizens who care for ourselves, each other and the wider world now and in the future"

We use Makaton to support us to remember the Vision statement and ensure that we can share this with everyone.

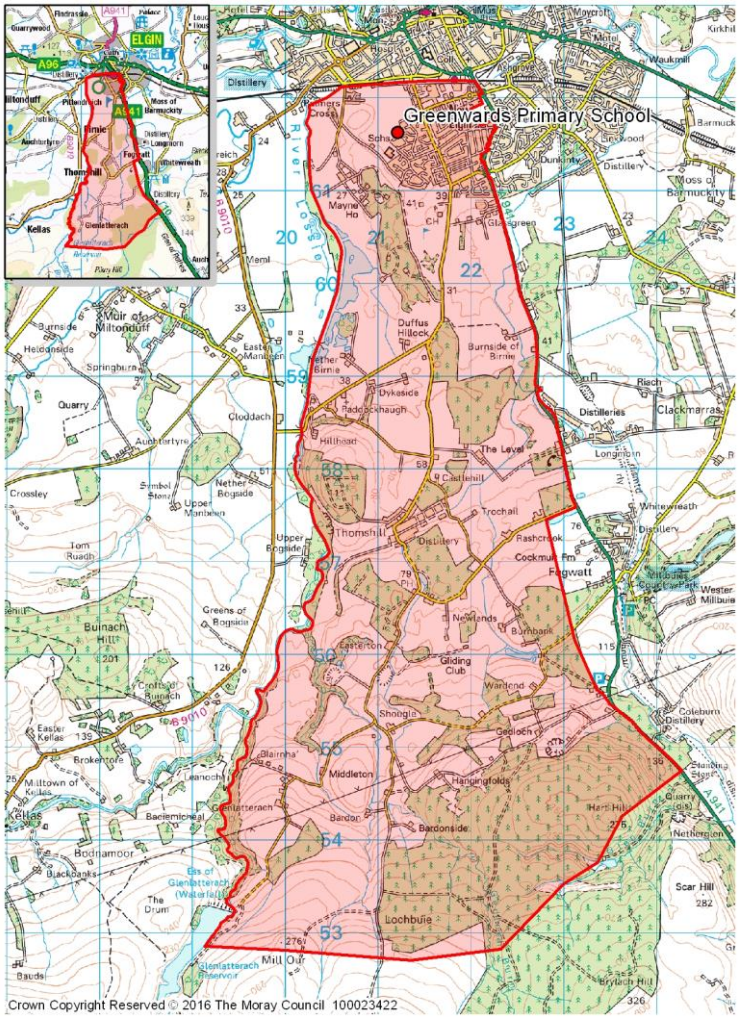
Finally our Mission Statement was decided by our children and young people to reflect our unique geographical position across from The Wards as well as the importance that we place as a learning community on nurturing and respecting ourselves, each other and the world. Our Mission Statement is below:

'***From Little Acorns Grow Mighty Oaks***'

The Pupil Improvement Group is currently working towards creation of a display within school and an electronic display to capture our Vision, Values and Aims. We look forward to sharing this with you in the near future.

The children

Greenwards is a non denominational school with three hundred and twenty six children placed in twelve classes. The school catchment serves the south west corner of Elgin.



Each year group of pupils have representatives on the Pupil Council, Rights Respecting School group, Eco Council and Junior Road Safety Officers. We also have a Pupil Parliament which is progressing a Pupil Improvement Group which aims to connect pupils with the School Improvement Plan.

Visitors to the school comment on the children and there are several common threads in those comments.

- the very large number of children wearing school uniform…
- the cheerfulness, good manners and openness of the pupils….
- the fact that the children are so well focused on their work and tasks….
- the kindness that the children show to each other…..
- the relaxed and polite relationship children have with the staff…
- the fact that children like their school…..

What we think by-

Our Pupil Council

We meet to talk about how we can make the school better. We are working on the Rights Respecting School Award Scheme. We are currently working towards our Bronze level. After the meetings we tell our class what we have been talking about. Sometimes we have to ask their opinions and report back at the next meeting.

These are some of the things that our friends thought about our school.

- We have a safe and happy school.
- We are good at taking turns, and we work hard
- We learn in lots of ways including the use of ICT
- We have good friends in school
- We share equipment
- We are taught and treated well
- We like having different play areas
- Greenwards pupils care
- We show good manners in Greenwards
- We have teachers and adults who help us that are nice and care about us
- We show good sportsmanship and team spirit when we take part in things
- We are responsible and helpful in and around the school
- We like learning new languages

Eco Council and Junior Road Safety Officers—JRSO's

We are part of the Eco School Award programme. We are trying to reduce waste, save electricity and recycle items which can be recycled.

We have been trying really hard to come to school in an active and safe way and we are trying to reduce the number of cars around our school. We have an active travel zone which is shown in green on the map.

This means that mums and dads should not bring their cars into the streets coloured green when bringing children to school, including the staff car park.

This is good for the environment, good for our health and it is also showing consideration to our neighbours.

Travelling actively means we walk or scooter to school. If we do have to come a long way to school, we can park and stride.

Children in P4—7 can cycle to school if they wear a helmet. Children in P1—3 can only cycle to school if they have a grown-up with them.
It is important to remember to bring a padlock to keep your bike safe during the day.

The JRSO's have updated the School Travel Plan. We are now going to be helping everyone understand the best way to come to school and go home from school so everyone is safe.

What makes Greenwards, Greenwards?

The building

Greenwards is an open plan school originally completed in April 1977. It was extended and doubled in size one year later and was further extended in 1990 to provide specialised accommodation for children with special needs. There are no classrooms and no doors. Instead, there are teaching areas typically grouped in clusters of 4 class areas. The teaching areas are open, bright and attractively decorated with the children's work.

This design lends itself very well to teaching. Class Teachers share ideas by being able to see how other teachers actually teach. Children see what other children have achieved all around them. They also have to respect the right of others to work, and so the atmosphere is one of calm, purposeful activity.

Visitors to the school comment on the building and there are several common elements to those comments

- the light and open nature of the building and the teaching areas
- the concentration and purposefulness of the children
- the calm and quiet environment in which we are all working

The staff

Greenwards has a large staff of teachers and support workers who work together to provide the quality teaching, learning and relationships described in the first paragraph of this booklet. A full list of the staff is included on page 19 of this booklet. Our teachers vary in experience and because of the open design of the school are able to share ideas and work closely together with other teachers teaching at the same stage.

We expect teachers to be well organised and all class teachers are in the building well before nine o'clock. Most teachers are also in the building well after closing time.

They are always willing to meet with parents to discuss any issues or concerns but would prefer not to do this first thing in the morning. We always ask parents to make an appointment for the end of the day when we can give you our undivided attention. If the problem is urgent, promoted members of staff are generally able to see you immediately.

Teaching staff also appreciate the need to keep up to date with changes in educational thinking, technology and new ideas. Every year we produce a school improvement plan with a number of action plans for the school to achieve over the forthcoming year.

As well as teaching staff we have a number of classroom assistants, pupil support assistants, canteen staff, a janitor and administrative staff. All of them are committed to the children who attend Greenwards and contribute to the life of the school.

The parents

All parents and carers of children attending Greenwards School are automatically members of the Parent Forum which is intended to encourage and develop parental involvement and awareness in the life of the school.

Parents have a huge influence on their children and parental attitudes to school will affect their children's success. By reading newsletters and knowing what is going on in school; by supporting any functions; by attending shared learning, open afternoons and learner conferences with school staff; by helping children fit into the society of school; by supporting school staff, parents can make a difference to how well their child/children will do at school.

If parents show it's important, children will know it's important

The Parent Forum has a steering/management group composed of parents and teachers. This group is known as the Parent Council and meets at least four times a year. The Parent Council's main purpose is to develop and encourage parental involvement and parental understanding of the school. Minutes of the Parent Council are placed on the Parent Council page of the School Website.

The Parent Council organises a number of activities and events for all pupils and parents in the school. Funds raised by Parent Council go towards supporting school activities, events and recently were used to support the introduction of new playground equipment.

The Community

Greenwards is part of a wider community and we encourage and develop relationships with as many parts of the community as possible.

We have good links with local pre-school groups and with our Associated School Group consisting of Elgin High School, our local secondary, and Linkwood Primary, Mosstowie Primary and New Elgin Primary schools.

We organise a Harvest Thanksgiving collection for local senior citizens and children distribute the parcels on foot. Our Senior Citizens are also invited along with our local nursery schools to attend our Christmas Concert and Shared Learning Events. These events are popular and the senior citizens comment very favourably on the kindness and politeness of our pupils.

Teaching and learning

At Greenwards we provide a differentiated curriculum for all children. This means that children in all our classes are taught in a number of groups. Each group follows the curriculum but at a speed to suit the children within that group.

Children are placed in groups from Primary 1 when we group them according to their "natural" ability.

Teachers review groupings regularly and on occasions some children have moved into a different group if this is in their best interests.

Another aspect is that at times groupings can change and two groups may be doing the same maths but carrying out different work in Literacy.

We also apply a number of key educational philosophies in our approach e.g. Critical Skills programmes and Assessment is for Learning. We provide clear learning intentions for our children and they are often asked to self-assess; using a traffic lights system, children will mark their finished articles with colours, where red means I found this difficult, orange means I didn't find this too easy and green means I think I managed this reasonably easily.

We also use Tickled Pink to highlight areas of strength and Green for Growth to identify areas which need further development. These colours are used in the weekly reflective logs.

We also use other forms of assessment. All children are assessed on entry using phonological screening tools, and in Primary 1, 4 and 7 using SNSA, Scottish National Standardised Assessments. These are standardised tests which can be used nationally to identify a child's potential and whether he/she has made reasonable progress during their time at school. It also provides a qualitative measure of their attitude to school and to the subjects tested. It also provides a benchmark for classes and the school.

The Curriculum

A Curriculum for Excellence takes a new and different approach to teaching and learning. Through A Curriculum for Excellence, young people will be given the best possible chance to realise their potential for a successful future. Excellence in education means putting the child first and equipping every young person with the knowledge, skills and attributes most suited to their particular talents and aspirations.

Children will be given a solid foundation in number and language skills whilst being equipped to deal with the demands of a modern society with skills in ICT.

Health and Wellbeing is a core subject and we endeavour to provide each child with 2 hours physical education each week. Great emphasis is placed on being a responsible citizen, having respect for others and our environment.

Our curriculum is made up of 8 curricular areas.

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

In Greenwards we plan a range of learning opportunities which enable children and young people to become **successful learners, confident individuals, responsible citizens** and **effective contributors.**

Further Information about the Curriculum for Excellence is available at

http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/index.asp

The children work through a progression of levels from the age of 3 to 18 years which are described on the chart below. All children are individuals and as individuals they will progress at different rates. Levels Early, First, Second and Third are referred to as the Broad General Education. During this time the children will experience all of the experiences and outcomes from the curriculum documents as appropriate, given the individual learning needs and prior achievements.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third	S1 to S3, but earlier for some.
Forth	The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are Intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Languages

Literacy is a skill which is important in all aspects of learning. Children will experience an environment in Greenwards which sets high expectations for literacy and the use of language. The children have a balance in opportunities of play based learning and a structured systematic progression of skills in listening and talking, reading, including synthetic phonics and spelling programmes and writing. The children work in individual and collaborative working situations and have frequent opportunities to use their developing literacy skills across different curricular areas. In preparing our children for the future, a range of resources are used in the development of literacy.

Texts are no longer restricted to traditional written material or the printed format but include electronic versions and film. Electronic and digital communication also feature in our learning plans.

At the early stages of the literacy programme, the children will bring home phonic activities and school readers. When they progress to the guided reading, at the beginning of First Level, the school readers are kept in school and the children will bring home books from the library.

We promote the development of critical and creative thinking through our programmes along with increasing competence in listening and talking, reading, writing and personal, inter-personal and team working skills.

Numeracy and Maths

Numeracy and maths skills are important in our lives as they help us to understand the world around us and manage our lives. The development of these skills helps to prepare children for their future in the world of life, learning and work. Maths and numeracy skills are developed through planned active learning and play situations, which provide children with the opportunities to observe, play, explore, experiment, discuss and reflect.

In developing mental agility, children are encouraged to think about the different strategies they have learned and how they arrived at the conclusion rather than simply focusing on an answer being right or wrong. Developing problem solving skills is another important area and allows the children to use their learning in another situation.

Our programmes in maths include a structured progression through

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

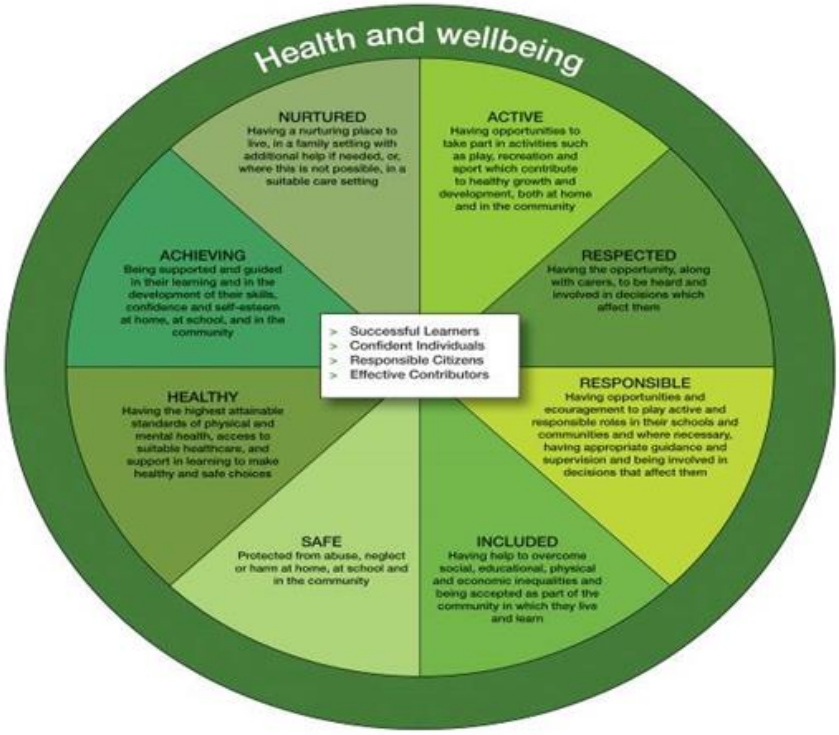
Health and Wellbeing

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

Our programmes cover

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

The wheel below illustrates how the different aspects of our programme help to develop the 4 capacities which are at the heart of the Curriculum for Excellence.



Expressive Arts

Through the expressive arts, children learn to recognise emotions in both themselves and others and develop a sense of personal and cultural identity. The children progress through a range of experiences in

- art and design
- dance
- drama
- music

Children from P4—7 have specialist teaching in art and music. All children in Primary 5 receive Ukulele tuition. Tuition in piping and snare drumming is offered to Primary 6 and 7 pupils. Tuition in brass, strings, woodwind is also available through the Instrumental Instruction Service. Further details are available from school or at http://www.moray.gov.uk/moray_standard/page_53005.html

Social Studies

Children develop their understanding of the world by learning about people in different times, places and circumstances. The children will have learning opportunities in

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

Much of the social studies work is covered through blocks of study called themes. The development of skills in social subjects is an essential part of our programmes. Within our social studies programmes, children will learn a range of skills including

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- exploring and evaluating different types of sources and evidence
- development of curiosity and problem solving skills and capacity to take initiatives

- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing reasoned and justified points of view
- •developing and using maps in a variety of contexts
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology presentation skills – oral, written, multimedia.

Technologies

Our technology programme includes learning opportunities in

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

Many of our learning opportunities in technology are delivered within the topic the children are studying. The skills being developed include

- curiosity and problem solving skills
- a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others

The tasks designed for the children include the use of construction kits, computers and the Bee Bots. The children are sometimes asked to complete a construction task at home as this provides the opportunity for a collaborative task to be carried out with parents.

School Information

Closing the gap between home and school

Xpressions

Much of the information shared with home is now sent using a variety of electronic platforms. While whole school information is sent by e-mail, individual pupil information is often sent by text. Examples of this include when your child earns a house point or when first aid has been given.

In order to reduce increasing costs of text messages, we use a platform called Xpressions which is free for parents to download and is also free for us to send text messages through. Xpressions can be downloaded from GooglePlay and from Apple.

News Updates

A newsletter, in the form of a Sway, is e-mailed home termly. There will also be other email updates which are sent out regularly.

The Website

https://sites.google.com/my.glow.scot/greenwards/home

Our school website contains lots of information about the school. There are pages for each of our pupil and parent groups where minutes of meetings are posted. Each class has a page which is currently updated monthly to keep everyone up to date.

Information leaflets

It is impossible to answer every question in this booklet. We have a range of links to Sways covering a number of topics which parents have asked about. These are available from the website or by e-mail. Reading these can add to your knowledge and understanding of the school.

Sharing the Learning

Twice a year we hold a Share the Learning event where parents/carers can share learning. These are very well attended and children are very pleased when parents can visit the school if only for a few minutes. Your attendance at the Shared Learning events lets the children see that you value their education.

Sharing learning with Parents

There are a number of ways we use to share learning and report on progress with families. Class learning is shared weekly on the school website.
https://sites.google.com/my.glow.scot/greenwards/home

Pupil Reports

Pupil reports are issued annually and track where the children are in their learning programmes.

Learning Logs and Profiles

As part of the learning cycle, children are regularly involved in reviewing the things they have been learning.
In Primary 1—3, teachers discuss the learning individually with your child and upload photographs, comments and teachable moments. This allows parents to follow the activities and developments their child has been working on. As the children move through the school, they become more independent in updating their profile.
The current P7 year group have been trialling an online way of sharing learning and the feedback we have had from parents has been positive. Children in P4—6 have also set up online profiles. The children log into a secure schools intranet system called Glow and upload information using the Sites app. Each parent can have access to their child's log by requesting access and sharing a g-mail address. By summer all parents will have had the opportunity to register their interest and added as a viewer to their child's profile.

Learners Conferences

Learners Conferences take place 3 times per year. These involve the child, the parent and the teacher. This format allows the pupil to contribute to the reporting process and share their successes and achievements with their parent. Tracking and progress is shared with learners and their parents at these meetings. The On-line Learning Logs will be available for the parents to discuss during this conference and the next steps for the pupils will be agreed.

Homework

Homework is given to the children to reinforce school learning and in the senior pupils, to promote independent study skills. Homework tasks are issued at the beginning of the week for completion by the end of the week. For children in P1—4, these tasks can be found on the class page of the website. Currently, the children in P5—7 use Microsoft Teams to collect and submit their learning.

Contacting the school

The school number is **01343 541661** and the Primary School Administrator is Mrs Tina Coffey. The telephone is generally manned from 8:30 am each morning until 3.45 pm in the afternoon. We do have two lines into the school and while this is useful, on some occasions, it can cause problems. If the administrator is on one line and someone phones on the second line then it can seem as if no-one is answering the telephone. Calls are eventually answered but you may have to wait until the first call is finished.
Similarly, although the school office is manned from 8:30am until 3.45pm, teaching staff are unlikely to be near the telephone and it may go unanswered if Mrs Coffey is elsewhere in the school. Please bear with us and try again if this is the case.

School information line

We also have an automatic system for non-urgent messages on

0870 054 9999 then a PIN 031250

but please do not rely on the answering machine for urgent messages. Calls to this number will be charged at 2p per minute service charge plus your call providers access charge.

By e-mail

The school e-mail address is:

admin.greenwardsp@moray-edunet.gov.uk. OR
My own address is Rachel.Wilson@moray-edunet.gov.uk

In writing

The school address is :

Greenwards School

Edgar Road, ELGIN, Moray , IV30 6UQ

In person

All staff in the school are always prepared to meet with you although we do ask that you contact the school first and make an appointment.

Teachers have classes of children who are their first responsibility. It is more effective for the teacher to see you at the end of the school day when they can give you their undivided attention.

We will always try to meet with you within five working days.

Staffing

Head Teacher	Miss Rachel Wilson	
Depute Head Teachers	Miss Jennifer McKenzie	
	Mrs Letitia McKenzie	
Class Teachers	P1	Mrs Lisa White
	P1/2	Mrs Chloe Crossan
		Miss Rihanna Skedge
	P2	Mrs Gillian Ross
		Mrs Emma Andrews
	P2/3	Mrs Katie Murray
	P3	Miss Helen Rendell
	P4	Miss Natalie Greig
	P4/5	Mrs Becky Stewart
	P5	Miss Kate Dennis
	P5/6	Miss Kirstin Mustard
	P6R	Mrs Sarah-Jane Ross
	P7M	Miss Rachel Towers
	P7R	Miss Samira Nicholson
Whole School Teachers	Mrs. Lesley Meehan	
	Mrs Debbie Thompson	
Music Instructors	Mrs Joan Allan - Ukulele	
	Ms Erin Carroll - Woodwind	
	Mr Alasdair Grant - Brass	
	Mrs Deborah Nealon - Violin	
	Mrs Jenny McWilliam – Snare Drum	
	Mr Hamish Munro – Chanter/ Pipes	

Principal Teacher ASN	Mrs Doreen MacDougall
SFL Teachers	Mrs Alison Forsyth
	Mrs Katrina Henderson
	Mrs Zoe McArthur
Intervention Teacher	Mrs Heather Reid
Pupil Support Worker	Mr Jack Brownlee
Support Staff	
	Mrs Donna Ettles
	Mrs Wendy Fiske
	Miss Kiera Green
	Mrs Diane Johnson
	Miss Shalene MacDougall
	Mrs Denise Moore
	Miss Alex Nelson-Shaw
	Mrs Averil Cockburn
	Mrs Pauline Stephenson
	Miss Carys Tuma
	Mrs Cathy Wells
	Mrs Ashley Willetts
	Miss Margaret Young
School Admin	Mrs Tina Coffey
Clerical Support	Mrs Donna Thom
Janitor	Mr Raymond Asher
School Cook	Mrs Marie Flett
Assistant Cook	Miss Claire McKandie
Catering Assistants	Mrs Shonagh Kelman
	Mrs. Lynne Prise

Holiday Dates

Session 2025/2026 **School Open**		**Session 2026/2027** **School Open**	
Term 1	20th August– 10th October 2025	Term 1	19th August– 9th October 2026
Term 2	27th October – 19th December 2025	Term 2	26th October – 22nd December 2026
Term 3	5th January – 27th March 2026	Term 3	6th January – 25th March 2027
Term 4	13th April – 2nd July 2026	Term 4	12th April – 2nd July 2027
School Closed		**School Closed**	
In-service Day	18th/19th August 2025	In-service Days	17th/18th August 2026
October Holiday	13th – 24th October 2025	October Holiday	12th – 23rd October 2026
In-service Days	10th, 11th November 2025	In-service Days	9th/10th November 2026
Christmas Holiday	22nd December 2025 – 2nd January 2026	Christmas Holiday	23rd December 2026 – 5th January 2027
Mid-term Break	12th—17th February 2026	Mid-term Break	11th—15th February 2027
Spring Break	30th March- 10th April 2026	Spring Break	26th March- 9th April 2027
Local Holiday	4th May 2026	Local Holiday	3rd May 2027

School Opening and Closing Times

Monday to Friday	School Opens	9.00am
	Morning Break	
	P4 P5 P6	10.10am – 10.30am
	P1 P2 P3 P7	10.30am – 10.50am
	Lunch	
	P1 P2 P3	12.20pm – 1.05pm
	P4 P5 P6 P7	12.50pm – 1.35pm
Monday to Thursday	School Closes	3.15pm
Friday	School Closes	2.25pm

Absence and Attendance

If your child is absent from school, it is essential that you inform the school first thing in the morning. You can do this by e-mail, by telephone or by leaving a non-urgent message on the School Information Line. If the school has not heard from you, we will contact you by text message to find out why your daughter or son is absent.
If we cannot verify the whereabouts of your child, we are obliged to contact the police and report your child missing.
Absences fall into a range of categories eg sickness, medical and dental appointments, lateness and are recorded accurately according to the information given to the school**.** The majority of absences are authorised although there are times when an absence is unauthorised eg holidays during normal term time.

Additional Support Needs — Getting it right for every child

All children learn in different ways and at different rates. Additional needs can be short or long term and can be social, emotional or learning needs. The school operates a staged intervention system in relation to meeting the needs of our pupils and this happens in a variety of ways. We have an enhanced provision in Greenwards with facilities to meet the needs of children with complex needs.

Enquire is the Scottish advice centre for Additional Support for Learning and they have a range of leaflets and guides available. These can be accessed at
www.enquire.org.uk/publications

Child Protection

The following statement applies to all Moray schools: It is everyone's job to ensure children are kept safe. Schools in Moray follow the National Guidance for Child Protection (2014) and are required to report any suspected child abuse to Police or Social Work. **If you have a concern for a child, call duty Social Work on 01343 563900 (08457 565656 out of hours) and/or the Police on 101. Pass on your concern and all the information you have available to you.** This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:
Physical Abuse
Emotional Abuse
Sexual Abuse

Neglect

If you are unsure, ask for the Child Protection Co-ordinator in school. They have received the latest training in Child Protection so they are confident, well informed and supported to promote the protection of children. You can discuss your concern with them. Social Work and/or Police can also be consulted without school if required. In Greenwards, the Child Protection Co-ordinator is Miss Rachel Wilson.

More information can be found on the Moray Child Protection webpage here:
http://www.moray.gov/moray_standard/page_55497.html

Concerns and Complaints

The quickest way to raise a concern is to e-mail the school admin address and mark the e-mail for the attention of the class teacher. To make a complaint, call the school and ask to speak with a member of the Senior Leadership Team.
You can make a formal complaint in person, by phone or in writing. When making a complaint please tell us your name and contact details, what you are concerned about and what we can do to put things right. We will contact you within 5 days of receiving your concern or complaint.

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 (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

Enrolment

All children who are aged 5 years on or before the start of session date in August should be enrolled for school during the Enrolment Week in January. Children who attain the age of 5 years on or before the last day of February may also be enrolled in Primary School in August.

It is important for parents to visit the school prior to enrolling children in Greenwards. Please contact the school to arrange an appointment to visit Greenwards. We prefer prospective parents to visit during the pupil day when the school can be seen in working mode.

Helping Out in School

We like to enrich the time children spend at school by providing a number of different activities. If parents can offer time to organise clubs or sports they are always made welcome. This too makes parents more aware of the work of the school and the children who form a large part of the school. We offer a range of activities through a number of organisers and are always happy to support more activities. We depend on parent helpers to provide additional supervision on school outings. If you are available to help out, please contact the school office.

Information for Parents and Carers

A series of leaflets has been produced by Education and Social Care for parents and carers. These leaflets are available from the school or from
www.moray.gov.uk/moray_standard/page_47236.html

Insurance

Generally, in Moray schools, there will be staff in school who, with appropriate training, will be able to administer essential medications. 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.

Moray Council does not hold insurance cover which automatically compensates school pupils for personal accident or death, loss of personal property, or damage to personal property, whether this occurs within or outwith the boundary of the school. Insurance of this nature (for example, personal accident, life, private medical, property insurance) is seen as a parental responsibility.

Medicine in School

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

While staff in school have a general duty regarding health and safety, it is NHS Grampian who have the legal responsibility regarding the medical treatment of pupils. 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.

Promoting Positive Behaviour

Children are expected to follow the school values of showing Kindness, Respect and Resilience.
Generally, children are made aware that they are responsible for their own actions, and that not following expectations has consequences.

Consequences include:

- Reflection time
- Verbal warning
- Report to Depute or Head Teacher
- Withdrawal of privileges
- Removal from main playground
- Parent/carers asked to discuss behaviour and agree future conditions
- Exclusion from school

You should also note that any incident involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education and the Police may also be involved.

Religious Observance

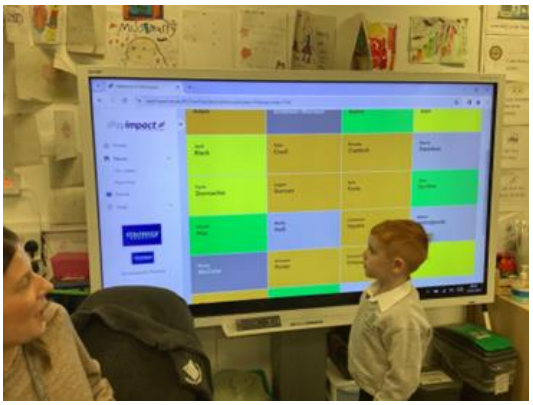
The school holds a stage assembly each Monday and a whole school assembly every Friday afternoon. The majority of children seem to enjoy assemblies and they provide an opportunity to pass on information, share learning and celebrate pupil achievements. You do have the right to withdraw your child from religious observance and this can be done by contacting the school and letting us know of your decision.

School clothing grants / Free School Meals information

You may be entitled to a grant for school meals and school clothing. Information is available in school or to view at
www.moray.gov.uk/moray_standard/page_55486.html
All children are eligible for free school meals until they reach P5. There is no need to complete any paperwork for this benefit. Once your child reaches P6, they will no longer automatically receive a free school meal but you can make a claim. You can make a claim for free school meals or a clothing grant if you are receiving any of the following benefits:

• Income Support
• Income-based Job Seekers' Allowance
• Any income related element of Employment and Support Allowance
• Child Tax Credit but not Working Tax Credit, and your annual income, as assessed by HMRC, is below £16,105,
• Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the Government at £7,500
• Support under Part VI - Immigration & Asylum Act 1999
• Universal Credit with a monthly earned income of not more than £625

School Meals and Snacks



All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. The menu works on a rolling programme and copies are available from the school and on our website. All children in Primaries 1—5 are entitled to a free school meal.

As a health promoting school, snacks and packed lunches should be healthy and nutritious. Please do not include anything containing nuts in packed lunches or snacks as we have a number of our school community who have severe allergies.

School Statement on Bullying

All schools have a written statement on bullying and it is available, if required, from the school. Bullying is a serious issue and can be a distressing experience for all concerned. It is an emotive issue and dealing with it in the wrong way can sometimes make the problem worse. It is natural to feel angry when we come across bullying but it is important to approach the situation calmly and objectively. We want it stopped and we don't want it repeated.

Bullying may be verbal, physical or mental. It can be a persistent 'attack' by one or more pupils on another, or the deliberate exclusion of a pupil by others. It is not an argument or disagreement between people, or the breaking up of friends. Bullying can only be addressed if we know it is happening so it is important to let us know.
Consequences for those involved in incidents of bullying are listed in the promoting positive behaviour section. Information regarding these incidents will be logged following Moray Council Bullying and Equalities guidelines.

School Uniform

Our school uniform consists of

- white blouse or shirt
- tie
- green or grey v necked sweatshirt or cardigan
- grey skirt or trousers
- black shoes or boots

Branded items of school uniform can be purchased from Dallas Designs and MacGregor Schoolwear.
Please note that polo shirts and black jeans are not part of our school uniform. We urge parents to name all garments. Lost Property is bagged at the end of each term and donated to charity.

Transitions

Transition happens at different times and in different ways for different children.

We work closely with the Early Learning and Childcare providers in the area to ensure the nursery P1 transition is appropriate for each child. Staff from school visit the children in their nursery setting as well as the children visiting Greenwards. Information is shared and transition arrangements are tailored to meet the needs of the particular child. Planning meetings for children with additional needs take place in the two terms prior to transition. These meetings involve the parents and all partner agencies working with the child.

Most of our children go to Elgin High School at the end of P7. A comprehensive plan is created for all of the pupils transitioning. Some pupils benefit from an enhanced transition and this is planned to meet individual needs. Multi-agency meetings take place for children with additional needs throughout the year prior to transition. In some cases, the transition planning begins in Primary 6. Parents are always involved in these meetings.

Transport

Free home to school transport is provided to pupils who reside in excess of two miles from the zoned school. Transport will not be provided to parents who choose to enrol their children at an out of zone school. Application forms are available from the school. This also contains the School Transport Charter which all parents must agree to when applying for school transport. The charter seeks the support of parents and pupils in maintaining a high standard of responsible behaviour when travelling to and from school on transport.

Trips out of school

Due to costs we now undertake fewer trips than we used to. However, we do still arrange trips when we can. We do this because we feel it is important that children are aware of their local environment and because making visits and meeting others are crucial aspects of a child's development.

Consent to participate in local trips is asked for each year when the Annual Data Check sheets are issued to all families each August.

When the trip is likely to go outwith the normal school day or if special arrangements have to be made you are always informed of the trip details in writing. If it is a local trip to be carried out during the school day e.g. to visit ASDA we do not necessarily inform you of this.

What we do

Our vision:- **Ambitious to Achieve Excellence Together**

Our aims:-

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

Moray Council

Education, Housing & 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