

Milne's Primary School



School Handbook 2025

(The information contained within this handbook is correct at the time of publication, December 2025, and is updated annually.)

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INTRODUCTION

Senior Leadership Team (SLT):

Head Teacher Ms Laura Smith
Depute Head Teacher Miss Annelie Graf

School Telephone Number 01343 820977

E-mail admin.milnesp@moray-edunet.gov.uk

School Website <https://milnesprimary.org>

School Address:
Milne's Primary School
High Street
Fochabers
Moray
IV32 7EP

Opening Times:

	Morning	Interval	Lunch	Afternoon
Primary 1-7	8:45 - 12:20	10:15 - 10:35	12:20 - 13:15	13:15 - 15:00

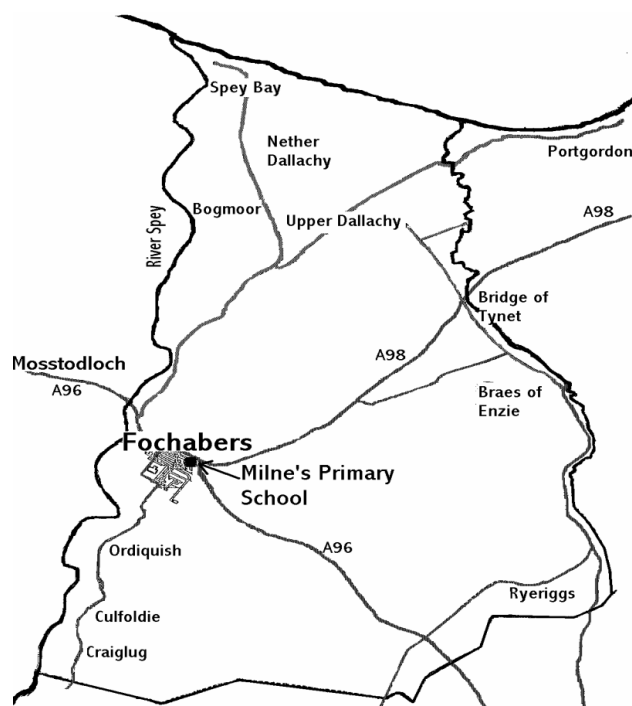
Milne's Nursery Manager: Joy Smith

Tel: 01343 821746

Fochabers Nursery Breakfast Club: 8.00 - 8.45am

Tel: 01343 829053

MILNE'S PRIMARY CATCHMENT AREA (ZONE)



Head Teacher: Ms Laura Smith

Depute Head Teacher: Miss Annelie Graf

Office Staff

Ms Rebecca Severin (School Administrator)

Mrs Louise Moar (Clerical Assistant)

Teaching Staff

Primary 1 – Mrs Paterson and Mrs Newton

Primary 1/2 – Miss Whitworth

Primary 2/3 – Mrs Wheeler

Primary 3/4 – Miss Strachan and Miss Mackie

Primary 4 – Mrs Jennings and Mrs Reid

Primary 5/6 – Mrs Sutherland

Primary 6 – Mrs Reid and Mrs Lockey

Primary 6/7 – Mr Saville

Support for Learning Teachers

Mrs McWilliam

Ms Dale-Johnson

Support Staff

Mrs McWilliam

Mrs Robb

Mrs Stewart

Mrs Williams

Janitor

Mr Smith

Canteen Staff

Mrs McDonald

Ms Thain

Mrs Price

Mrs Joans

Mrs Robertson

Mrs Low

WELCOME TO MILNE'S PRIMARY SCHOOL

Fochabers is a semi-rural community, situated 10 miles from Elgin on the main A96 road from Aberdeen to Inverness.

Milne's Primary School provides an educational service to children P1 through to Primary 7 (ages 4 years – 12 years). We are a non-denominational primary school with a current roll of around 185 primary children. Milne's Nursery is situated within our school and can accommodate 20 nursery children per session.

There are grounds around the school including a staff-only car park. There is no parent/visitor car parking. There is a school bus drop off area and two areas of lawn in front of the school. A newly built wing, with enclosed garden, houses the Milne's Nursery and our Primary 1 and Primary 2/3 classrooms, as well as a Partnership Nursery and meeting room. There are concrete and grass playing areas, an amphitheatre/raised flowerbed area and an equipped outdoor play area. An Eco-garden is being developed. Our lunches are served in the separate canteen building a short distance from our beautiful Scots Baronial main building.

There are seven teaching areas in the main building, a main hall/gymnasium, library, ICT room, Support for Learning room, small work room and Audio room (for our music lessons). Support services include a medical room, staffroom, science store, offices, Janitor's room and class resources/preparation room.

Out of School Services

The Breakfast Club operates in the new wing part of the building. If you would like your child/children to attend, please contact the manager, Mrs Jessica Myers, on 01343 829053 for further details.

Unless using the Breakfast Club, parents are advised not to send their children to school before 8.40am as there is no staff supervision outside before the start of the school day. There are separate arrangements for younger children who travel by school transport.



HISTORY OF MILNE'S PRIMARY SCHOOL

Milne's Free School was opened in 1846, the result of a bequest by Alexander Milne of New Orleans. Born in Fochabers in 1742, Milne left his employment at Gordon Castle when ordered to cut his hair. Seeking freedom and opportunity in America, Milne amassed a fortune, through hardware, brick-making and land. When he died in 1828, he left \$100,000 for the building of a free school in Fochabers. The buildings, fittings and surroundings cost £4,338. Within a year or two of its opening, the school was referred to as Milne's Institution and this became the official name in 1888. In 1952, the school became officially known as Milne's High School.



The primary department moved to a new, semi-permanent block in October 1938 and in 1977 became a separate establishment, Milne's Primary School.

Between 1982 and 1986 a phased evacuation of the Old High School building took place into the new High School in West Street, Fochabers.

In July 1994, after a long campaign by the local community to ensure that the building remained as an educational institute in the village, the renovation of the Old High School, a Listed Category A building, was started, this resulted in the interior being completely restructured. A new building was also constructed, attached to the old, to provide extra classrooms, joining the listed building to the renovated gymnasium. The new Primary School came into operation on 22 August 1995. A local historian, Peter Dawson, has researched and written extensively about the building and copies of his publications are available.



OUR VISION, VALUES AND AIMS

At Milne's Primary School we CARE. **We value** Courage, Ambition, Respect and Equity and celebrate when these values are displayed through certificates and Thirsty Thursday.

We aim to create an encouraging environment that allows our pupils to be successful, confident, responsible and effective contributors.

Our vision is to create a safe and inclusive learning environment that allows all our young people to thrive in a changing world.

Values



COURAGE



AMBITION



RESPECT



EQUITY

Aims

AT MILNE'S PRIMARY SCHOOL, WE CARE ABOUT...

Encouraging our children to be **successful** in their learning

Encouraging our children to feel **confident** in seizing opportunities

Encouraging our children to be **responsible** when in school and in our wider community

Encouraging our children to make **effective contributions** to our school community

Vision

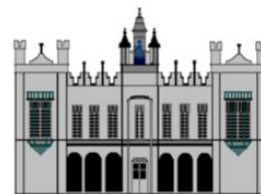
AT MILNE'S PRIMARY SCHOOL, OUR VISION IS TO...

Create a safe and inclusive learning environment that allows all of our young people to thrive in a changing world



Please note: Our school vision, values and aims are reviewed each year.

The Milne's Way



At Milne's Primary School... ○ We uphold the CARE values; courage, ambition, respect and equity ○ We are kind ○ We are safe ○ We are honest ○ We work hard ○ 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 ○ No violent or aggressive behaviour ○ No unsafe behaviour ○ No damaging school property
When things go well... ○ Verbal well done ○ Sticker ○ House/Dojo points ○ Thirsty Thursday ○ Certificate ○ Positive phone call home	When things do not go well... ○ 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



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 (Head Teacher, Laura Smith) 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.



CURRICULUM FOR EXCELLENCE

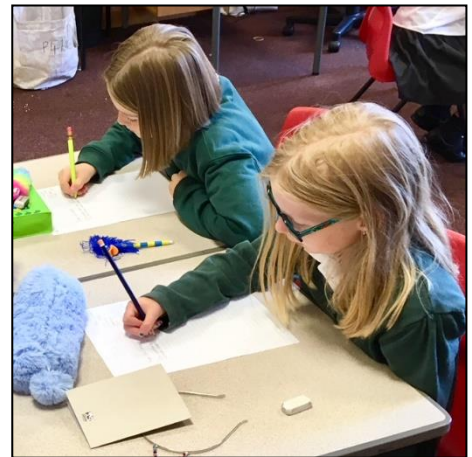
Curriculum for Excellence (often shortened to CfE), is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world. All children and young people have an entitlement to provision of an education in order 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.

You can also access further information about the curriculum and supporting your child at:

<https://education.gov.scot>

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. 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. Below is a general guide:

- **Early Level** - pre-school through to end of Primary 1
- **First Level** – Primary 2 through to the end of Primary 4
- **Second Level** – Primary 5 through to the end of Primary 7
- **Third and Fourth Levels** - Secondary 1 - 3
- **Senior Phase** - Secondary 4 - 6

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 (IDL) opportunities using interesting topics. The development and direction of these topics is done with input from the class. Not only do children learn more about these topics, 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 desired and is measured against benchmarks.

Core 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.



From the early stages of pre-school education until the children complete their transition to secondary education, we will support children to achieve and be the best they can be.

The Seven Curriculum 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 (Music, Drama, Dance, Art and Design) • Health & Wellbeing (including P.E.) • Literacy, Languages and English • Numeracy and Mathematics • Religious and Moral Education • Sciences • Social Sciences • Technologies

LITERACY

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. To ensure that all children receive a broad, general education appropriate to their needs and abilities, Literacy is divided into: **Talking and Listening, Reading and Writing.**



MODERN LANGUAGES

The Scottish Government's ambition is that every child will be entitled to learn a first additional language from Primary 1 and a second by Primary 5. This initiative is called the Language Learning in Scotland (1+2 Approach). In order to provide these opportunities, all pupils at Milne's Primary School are offered introductory French. Pupils are taught using an agreed ASG programme which focuses on specific aspects of the language and culture of the people.

MATHEMATICS

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 Milne's, the practical activities, necessary for children to fully understand computation, will come first in order to build strong number sense. 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.

In addition to our 'Number' work (counting up and back, more/less, and the four processes of +, -, divide and x, %, fractions and decimals) we also do 'Beyond Number' lessons, covering aspects such as time, shape, money and data handling.



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 and having performances, allowing everyone to demonstrate their skills, abilities and talents. Our assemblies provide a regular opportunity for children to dance, sing, play instruments and perform in front of their peers, as well as watching professionals. This also helps us appreciate important aspects of Fochabers' music and dance culture.

We have visiting specialist teachers who come to Milne's weekly. In addition to our music specialist, we offer tuition in fiddle, woodwind, and brass from Primary 4/5.

All classes take part in Scottish Country Dancing annually.



TECHNOLOGIES

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework within a theme context throughout each stage has been organised to offer personalisation and choice within the following contexts:

- Digital Literacy
- Food and Textile Technology
- Technological Developments in Society and Business
- Computing Science
- Craft, design, engineering and graphics



HEALTH AND WELLBEING

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. (Building the Curriculum 1: Education Scotland)

Curriculum for Excellence takes a holistic approach to health and wellbeing, building on the work of Health Promoting Schools and the government publication, “Being Well, Doing Well,” which underlined the importance of a ‘health enhancing’ school ethos – one characterised by care, respect, participation, responsibility and fairness for all.

Milne’s aims to promote a healthy lifestyle for the whole school population by developing supportive environments, which are conducive to and promote healthy living. We are committed to providing a safe and health-enhancing social and physical environment for our pupils. This includes encouraging pupils to make healthy choices when bringing in food to school for snacks and packed lunches.



Our Health and Wellbeing Programme covers:

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

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.



META SKILLS



ASSESSMENT

ASSESSMENT, ACHIEVEMENT AND ATTAINMENT

Assessment is an integral part of learning and teaching, helping to provide a picture of a young person's progress. Assessment is crucial to tracking progress and planning next steps to enable quality learning to take place.

ASSESSMENT FOR LEARNING

Assessment for Learning is about ensuring that assessment is an integral part of day-to-day learning and teaching. Pupils learn best when:

- **they understand clearly** what they are trying to learn, and what is expected of them
- **they are given feedback** about the quality of their work and what they can do to make it better
- **they are given advice** about how to go about making improvements
- **they are fully involved** in deciding what needs to be done next, and who can give them help if they need it.

Pupils are involved in this process so that they can take ownership of learning progression through:

- **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

SNSA Tests (*Scottish National Standardised Assessment*), a national programme which is used to track pupil progress in Literacy and Maths towards the end of Primary 1, 4 and 7. This assessment gives teachers diagnostic feedback. Further assessments are carried out throughout the year in order to track children's progress.

REPORTING

Reporting informs parents/carers of their child's progress. This can be in the form of written reports, direct feedback, home/school link diaries and parent appointments. A formal written report is issued around April but we provide ongoing updates through Class Dojo throughout the year. These outline children's current targets and allow parents to support at home. Teaching staff and school management may also get in touch with parents/carers to discuss any learning, personal or behaviour matters, if necessary. There are two parent/carer conferences per year.

ADDITIONAL SUPPORT FOR LEARNING

To help each child develop their full potential, additional support is provided for identified pupils. Children's progress is regularly assessed and the needs of all pupils monitored.

An Individual Education Programme (IEP) or a Learning Support Plan may be drawn up to meet the needs of a pupil. This could be to give specific support in learning, social, emotional or behavioural issues or with a particular strength in a curricular area.

Pupils may access Additional Support for Learning for a temporary period or on a more long-term basis, depending on the individual need.

Pupils and their teachers are supported in school by our Support for Learning teachers, Mrs McWilliam and Ms Dale-Johnson, as well as Pupil Support Assistants.

A Child's Plan may be opened for those pupils who require significant intervention.

The Educational Psychologist and other services such as Health and Social Services may be involved in planning for and supporting pupils.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. More information can be found on 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 Moray Council's website. Please refer to **Appendix A** for how to access this.

Getting It Right For Every Child (GIRFEC) is a national policy to help all children and young people grow, develop and reach their full potential. Children's Rights are also embedded in this approach.

As part of GIRFEC, every child or young person in Moray is allocated a Lead Person. For Nursery it is the Health Visitor, for those in P1-7 the Head Teacher is usually the Lead Person and will remain so throughout their primary school career. On transition to Secondary School, Principal Guidance Teachers become the Lead Person.

The **GIRFEC** approach aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how *safe, healthy, achieving, nurtured, active, respected, responsible and*

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

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

If you need to discuss anything regarding a child's wellbeing, please do not hesitate to contact the Head Teacher by phone, email or letter. Where possible, information will be treated confidentially. Children's wellbeing is at the heart of decision making at Milne's primary.

More information on *GIRFEC* ("Getting It Right For Every Child") is available at:
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>



MILNE'S NURSERY

Milne's Nursery has spaces for 20 children in the Milne's High Associated School Group catchment area. Children can be enrolled during the month of January for joining the nursery class at the start of the next school session. Places are allocated according to the criteria outlined by Moray Council. A separate Nursery Handbook with additional information is available.



Play is acknowledged as an essential part of the nursery and primary curriculum, particularly at the early stages, as it provides a focus for children to explore, be creative and to learn about sharing materials and ideas. We are adopting a Play Pedagogy approach across our Early Level.

PRIMARY ENROLMENT AND TRANSITION

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 may be eligible for admission.

As well as the School Handbook every parent enrolling a child for P1 will be given a separate induction package and the induction programme normally starts by the end of January.



New pupils

We are happy to welcome new local pupils and their families to Milne's. Anyone considering placing their child(ren) at Milne's Primary School should telephone the school office, or call in to the school reception to request an appointment and collect forms. 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 meet some of our teachers and other staff members. Please note that, as school numbers are currently high, children from out-of-zone are, regrettably, not guaranteed a place.

Transfer from other schools

It is helpful if records and work from previous schools and nurseries are available for your child's new teacher so that we can ensure continuity of learning. Children should be allowed to settle into new classes and routines for a few weeks, unless there are major concerns. Following this, parents can arrange to meet the teacher to discuss how the transfer has gone.

MOVING ON TO SECONDARY EDUCATION

Milne's Primary is one of three Primary Schools which are associated with Milne's High School; the other two are Mosstodloch Primary and Lhanbryde Primary. There are a series of information meetings for parents and pupils held at the High School during the latter part of Primary 7 for transition. There are also several transition days at the High School to give pupils the opportunity to meet children from other schools. They can also become familiar with the school, its layout, routines and meet some of the staff during the timetabled days. Children can also look forward to an outdoor activity day that takes place in June for the three primary feeder schools at a local Moray venue, involving a range of partnership agencies. In addition, there are enhanced transition opportunities for pupils who would benefit from further activities to help ensure that they are more confident in making their transition to High School.

The contact details for Milne's High School are:

Head Teacher, Mrs Natalie Munro Tel: 01343 820611 Fax: 01343 820306

Address: Milne's High School, West Street, Fochabers, IV32 7DJ

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



PROCEDURES FOR CONTACTING THE SCHOOL

Parents/carers can contact Ms Severin, the School Administrator, on 01343 820977 to make any enquiries. Absences can be notified through the Parent Portal and you will receive details on how to register from the school office once your child is enrolled.

You can also access the school telephone information line to hear about any important school announcements e.g. in the event of severe weather closing the school (*see telephone information below*). Additionally, you can use the school telephone voicemail service, Parent Portal or email to leave any non-urgent messages when the school is not open.

ABSENCE

If your child is unable to attend school, e.g. due to illness or medical appointments, please register the absence in the Parent Portal or contact the school office in the morning to explain the reason for absence. If your child is absent and we have not received notification from home we will contact parents/carers by 9.30am to enquire as to why your child is absent. It is very important that this information is provided to the school and logged in our attendance system. If your child has sickness, vomiting or diarrhoea, he or she must remain at home for a minimum of 48 hours after last occurrence to ensure time to recover and to minimise risk of passing on infection.

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 should write to the Head Teacher if they are planning to take their children on holiday during term time so that the school is aware.

ABSENCE MANAGEMENT

Children may miss school for many reasons. Some are understandable – for example illness, while other reasons are less clear-cut. We follow the Moray Council's Strategy for Supporting Pupil Attendance and Absence and monitor attendance on a monthly basis.

As an authority, we have agreed that attendance below 90% causes concern. It is clear that pupils who attend school less than 90% of the time, miss a large chunk of their learning, which in turn could impact on their future successes. Getting it Right for Every Child places a responsibility and a duty of care on school leaders to support the best possible attendance for every individual child. I take this responsibility seriously and aim to work supportively with families to improve attendance and late arrival.

Attendance in school is monitored monthly and the following triggers are in line with Moray Council Policy:

Stage 1: If attendance dips below 90% a Group Call message / phone call to alert parent/carer of trigger, and offer of support.

Stage 2: If attendance continues to cause concern we will send out a formal letter and arrange a meeting with Senior Leadership Team / Head Teacher.

Stage 3: If the child's attendance is not improving following stage 1 and stage 2, a Child's Planning Meeting will be arranged which may involve other agencies.

We register pupil attendance and late arrival on a daily basis and absence is recorded under different codes. This helps us track patterns and reasons for absence. If, for example, a pupil is absent from school frequently due to illness, we can support by referring to the school nurse. If lack of attendance is due to mental health concerns, there are a number of agencies that we can refer to, to get the right support in place for child and family.

Parental holidays are by choice of parents/carers and is one within your control. Absences that arise through children being removed from school for days out or extended holidays will always be recorded as unauthorised.

Absence monitoring is a supportive mechanism to put interventions in place as our duty of care to your child. If you are struggling to get your child to school on time, or to school at all, please contact us as soon as possible. We care about each individual child and want to support them in order for them to reach their full potential.

ENQUIRIES, CONCERNS, COMMENTS AND COMPLAINTS

Parents are welcome to contact the school at any time. If, however, parents wish to discuss something in detail with class teachers, they must make an appointment. If issues remain unresolved then an appointment can be made (through the school administrator) with Ms Smith or Miss Graf. We will try our best to resolve any issues through discussion with parents but will inform other agencies, if required.

The Moray Council complaints procedure can be accessed on the Moray Council website. The school is always appreciative of feedback; be it constructive or positive.

INFORMATION FOR PARENTS/CARERS

A series of leaflets has been produced by Education for parents and carers. These leaflets are available from the Moray Council Internet site. The "Information for Parents and Carers" leaflet is available in other languages. A "Notes for Parents and Carers" booklet in pdf form is also available. Please see **Appendix A** for information on links to The Moray Council's internet site web pages.

Education Scotland provide information for parents through their 'Parent Zone'. This can be accessed at <https://education.gov.scot/parentzone/>.



PARENTAL INVOLVEMENT OPPORTUNITIES

At Milne's Primary we wish to fully involve parents in their child's education. Parents with a PVG are welcomed as helpers around the school, in classes and on excursions. 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. PVG membership can be organised if you are an active member of our Parent Council.

Parent Council

Milne's Primary has a Parent Council which meets at least once a term to discuss issues which affect the school, authority policy and Scottish education. The Parent Council is also very active in fundraising for the school and subgroups are often formed to plan events related to fundraising.

Elections for the Parent Council take place annually. The latest election occurred in September 2025.

If you would like to know more about the work of the Parent Council, or if you have ideas you would like to share, please contact either the Chair or the Head Teacher through the school office.

2025 – 2026 Office Bearers:

- Chair – Mr Carolyn Donlin
- Depute Chair – Mrs Kelly Hutchison
- Treasurer – Mrs Becky Haley
- Secretary/Clerk – Miss Colleen McCandless

Parent consultation

At Milne's Primary we value the opinions of our parents and members of the community. We aim to consult parents and stakeholders before making important changes and putting new policies in place. Ms Smith will also highlight such proposals in her Newsletters and on the school's website. Parent feedback is important and we try to give feedback forms out at regular intervals through the year.

Parent evenings, open sessions and parent communication

Formal Parent Evenings are held twice a year, usually in Term 1 and Term 4. This gives parents a chance to talk to their child's teacher on a one-to-one basis. Other opportunities to share your child's learning are through termly Classroom Showcase open mornings/afternoons, and fundraising events. We also give pupil updates throughout the year through Class Dojo.

Homework

The main purpose of homework is to foster a link between home and school and to encourage parents to take an active interest in their children's learning.

Homework helps to raise children's attainment, consolidates the work they have done in school and gives parents an opportunity to support. Doing homework is a valuable life discipline and develops good work habits. If you have any queries with regards to the homework your child is receiving, please contact your child's class teacher in the first instance. Milne's Primary recognises that social, family and sporting activities are also very beneficial to Primary children. If your child has a particularly busy week, which impacts on homework, please let their class teacher know. Homework should not cause undue stress; do what you can manage.

SCHOOL IMPROVEMENT

A Standards and Quality Report (SQR) is completed towards the end of each academic year and is issued to parents and linked on the website. The School Improvement Plan (SIP) is drafted in the summer term and development work takes place on the plan in the next session. Both are available on the School website or can be requested from the school office.

This year, our improvement priorities are:

- ✓ Learning, Teaching and Assessment
- ✓ Curriculum Development
- ✓ Raising Attainment in Literacy and Numeracy
- ✓ Wellbeing, Equity and Inclusion

We received a positive Report from Education Scotland Inspectors in June 2016. This session's School Improvement Plan has been developed as a result of these findings. Information on Milne's (and other schools) performance can be obtained at <http://www.educationscotland.gov.uk/>

WIDER LIFE AT MILNE'S PRIMARY

At Milne's Primary we are committed to developing high quality teaching and learning through active learning approaches. We promote a culture of achievement through partnerships with all stakeholders and use self-evaluation to assure continuous improvement.

Pupil successes at Milne's Primary have been many and varied. In recent years we have celebrated a range of achievements:

- Pupils achieve well in music and benefit from a good range of opportunities to take part in music instruction.
- A residential trip to Alltnacriche Outdoor Centre, near Aviemore, is held for pupils in Primary 7. Children engage in various leadership and team building activities.
- We continue to promote Fairtrade activities and have been commended for Fairtrade cotton being used in our school uniforms.
- Pupils usually benefit from a range of sporting activities such as badminton, cross country, kwik cricket, basketball, table tennis, rugby, archery, karate, yoga and football.
- Pupils have been successful in raising donations for charity. Charity involvement in recent years have included a donation to Cash for Kids following a Christmas Jumper Day, donations to the Scottish Poppy Appeal and 'Go Purple' for CLAN.
- We continue to enrich children's learning experiences through outdoor learning opportunities, including visits within and beyond the local community.
- All pupils from P1 to P7 have taken part in shows at Christmas through the Nativity and Christmas Carol Concert.
- Milne's is aiming for a Rights Respecting School Silver award.



SCHOOL ETHOS

Our vision statement is available on page seven. We aim to provide learning opportunities which enable children to be successful learners, effective contributors, responsible citizens and confident individuals.

HOUSE SYSTEM

There are four houses:

Baxters

Christies

Corser

Gordon

Family groups are in the same house. Children are awarded house points for upholding our CARE values. All house points are collected at the end of every month and the winning house enjoys a bonus break. Each week, a pupil from each class receives a certificate and is invited along to 'Thirsty Thursday' to enjoy a hot chocolate with the Head Teacher.



ASSEMBLIES

Assemblies are held weekly in our school and are led by the Head Teacher; Depute Head Teachers or classes. We use our assemblies not only for religious observance but also to promote the school values and ethos, as well as celebrating achievements and sharing learning. Special assemblies are held to celebrate or recognise significant events throughout the year.

RELIGIOUS OBSERVANCE

The Moray Council is committed to the provision of Religious Observance in its schools. The school follows the Scottish Government's policy on Religious Observance and the recommendations with regard to frequency.

Parents have the option of withdrawing their child from religious observance if they feel this is appropriate and should contact the Head Teacher in the first instance.

PROMOTING POSITIVE BEHAVIOUR AT MILNE'S PRIMARY SCHOOL

Aims:

To encourage all members of the school community to:

- try our best, promote positivity and be mindful of children's rights
- support and reassure each other
- promote a safe and caring environment throughout school, including respect for people and property
- value each other as unique individuals and value the contribution each person makes to create a positive ethos in school

Rationale:

Pupils are able to maximise their potential at work and play when they feel safe, happy and secure. All members of the school community are committed to promoting pupil self-esteem, as

well as encouraging respect, tolerance and care for others. All members of the school community are aware of, and understand, the standards of positive behaviour expected as part of their responsibility of good citizenship.

Success Criteria:

- There is a climate of mutual support and positive relationships throughout the school
- The school environment and ethos reflects a high standard of positive behaviour
- All members of the school community are aware of and understand that behaviours have consequences but that these are formed from a relational, restorative, nurturing and solution-oriented perspective

Everyday good practice:

- We are encouraged to be the best that we can be.
- We follow 'The Milne's Way', which can be found on page 8.
- We focus on being safe, respectful and ready.

POSITIVE PLAYTIMES

Milne's Primary is a 'solution-oriented' school. We encourage children to treat others as they would like to be treated themselves. Positive playground behaviour is emphasised and modelled by pupils and staff. Children are encouraged to play safely and take responsibility for their own behaviour and its impact on others. There are adult supervisors in the playground who reinforce the positive play message and monitor behaviour. Pupils are asked to talk to an adult or teacher about matters that are not resolved or may be causing distress. We encourage restorative conversations. Nurturing alternatives are offered at lunch time for those that need it.

EXPECTATIONS

To achieve our aim of promoting good working attitudes, self-discipline and effective learning, a calm, purposeful, creative atmosphere in and around the school is essential.

We try to inspire and encourage children to observe the following:

- Politeness, respect and kindness to each other, members of staff and visitors are the first steps towards becoming valued and accepted members of society
- Care of, and respect for, school property and materials ensures that everyone benefits fully from school resources and that they last longer
- Respect Children's Rights
- Following instructions in good time and being respectful when doing so
- Behaving responsibly and sustainably during the school day in rooms, corridors and the playground are necessary to ensure the safety and wellbeing of everyone
- We promote calm corridors whilst everyone is moving around the building to keep us safe and minimise disruptions
- Bullying, kicking, throwing stones and any other kinds of anti-social behaviour which may cause injury are dangerous and unacceptable
- The school operates a zero tolerance policy for inappropriate behaviour, especially bullying

Our policy is to encourage children to be honest about their role in any situation and we emphasise that if we withhold the truth we can only make a bad situation worse for everyone involved.

When a child's attitude or behaviour is giving cause for concern, parents/carers will be contacted at an early stage to discuss possible strategies to support the pupil. Please be mindful that the school can only discuss your own child with you.

We have a zero-tolerance policy towards any threats or aggressive/violent behaviour towards members of our staff. Any adults displaying such behaviours may be reported to the Police and future access to the school may be impacted. Any children displaying such behaviours get reported to the Education department and it goes on to the child's record.

OUR SCHOOL-WIDE BEHAVIOUR POLICY

Our behaviour policy is in place across the school and is currently being reviewed to ensure it is still relevant for our school community. Ongoing consultations will be taking place to keep this up to date and gather the views of all stakeholders. We believe a positive, restorative approach towards behaviour management is right for our school. The current policy is used to deal with most day-to-day behaviours, to reinforce our positive expectations and raise levels of engagement and wellbeing.

As outlined in 'The Milne's Way', some incidents supersede the behaviour policy and are immediately brought to the attention of Milne's Senior Leadership Team for an individualised response. These include swearing at staff or other children, biting, spitting, hitting/kicking and making violent threats. Incidents involving dangerous weapons, drugs, alcohol or child protection concerns are also immediately reported to Education and Social Care Services and Police Scotland.

Positive achievements (in and outside of school) are also brought to the attention of Senior Leadership and may be celebrated at our assemblies and on our 'Wall of Joy' display. We try to find positives, joy and achievements to celebrate. We encourage parents to ask their children about the positive aspects of their child's school day. This helps to reinforce our ethos.

ANTI-BULLYING POLICY

Defining bullying

"Bullying is both behaviour and impact: the impact is a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships: it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online"

Respectme 2015

We follow Moray Council's updated Anti-bullying policy and use this policy as a basis for our own.

Within school we endeavour to:

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

Strategies to Combat Bullying:

- ✓ Befriending
- ✓ Circle of Friends
- ✓ Support Groups
- ✓ Mediation by Adults
- ✓ Mediation by Peers
- ✓ Restorative Practice
- ✓ Anti-bullying Week

Leaflets and fuller information on Bullying, Disability Discrimination and Race Relations is available from the Moray Council by telephoning the respective number, emailing or accessing the web page on the council website. (See Appendix A for these contact details.)

Our school does not tolerate bullying. Pupils are encouraged to talk openly about unacceptable behaviour. Incidents of bullying are dealt with quickly and rigorously and parents are involved. We encourage parents to contact school if they are concerned about incidents of bullying. Bullying is often carried out discretely and the school can only respond if incidents are brought to our attention timeously, either by pupils, support staff or parents. Our positive behaviour policy ensures that effective systems are in place to respond to inappropriate pupil behaviour. Where there are cases of persistent misbehaviour, parents are always contacted and details go onto the child's record.

EXCLUSION

We are obliged to include this information in our handbook, but feel that we must state that exclusion happens very rarely. We prefer to address behaviour issues by working closely with families, involving other agencies if necessary. We consider children as individuals and strive to find solutions which work for each circumstance.

Serious misconduct is rare, but where a child's conduct seriously threatens the educational well-being, safety and security of other children, exclusion from school may result. Temporary exclusion from school may be immediate and may last up to five days. A child can only be excluded by the Head Teacher, or the Depute Head in the absence of the Head Teacher, and no child can be excluded without the parents being contacted first. It is likely that parents will have been warned previously that continued misconduct may result in exclusion. Milne's Primary follows guidance from Moray Council before initiating exclusion proceedings.

PRACTICAL INFORMATION

All visitors to the school must report to the school reception and sign in before proceeding further into the building. All regular volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form, available from the office.

Parents are not expected to be in the playground at any time during the school day, unless accompanied by a member of staff and when agreed by the Head Teacher. If any parents or adults come in to the playground area when children are outside, the Head Teacher is informed. No child is allowed to leave the playground without permission.

If your child is going to be absent during the school day, for medical or dental appointments, please inform the school as soon as possible so that arrangements for meeting your child at the office are put in place.

The area immediately around the school is clearly marked as staff parking only. It is not safe for parents' vehicles to be moving in and out school grounds throughout the day.

SCHOOL LUNCHES

Our school dinners are delicious! Meals are cooked on the school premises and, at the start of session, parents are advised about the cost of school meals. All children in P1-P5 are entitled to free school meals. Lunches for P6 and P7 children can be paid for online, details will be provided. If you think your household income may mean your child is eligible for free school lunches, please refer to **Appendix A** to access information and a claim form from Moray Council.



Four weekly meal plans are available. The weekly menu is displayed around the school and on our website. Vegetarian options are available. Supervisors are in attendance at lunchtime, supervising the dining hall for those having school lunches/packed lunches and in the playground for the duration of the lunch hour. Please ensure the school is made aware of any allergies or intolerances on the school enrolment forms.

OTHER INFORMATION

School Website

The school has its own website at: www.milnesprimary.org

We hope to include relevant information about all general matters on the website. This will be updated regularly, so please check the site periodically. Each class also has their own page.

Uniform

We strongly recommend the wearing of school uniform and encourage children to dress smartly, age-appropriately, and look their best. We urge parents to label their children's school clothing and items with their names. School uniform comprises of:

- Bottle green, round or V-necked sweatshirt/cardigan/pullover with or without school logo
- White shirt/polo shirt/blouse
- Grey/charcoal trousers/skirt/pinafore
- School tie and fleeces are optional

School uniform items are available to order online at <http://www.myclothing.com> or <https://www.koolskools4u.co.uk/shop/>.

Jeans, denim or leather jackets and sports team kit are not considered as suitable school clothing, although rules will be relaxed on our 'Come As You Please' days. On formal occasions (e.g. festivals, choirs, public performances etc.) pupils participating may be asked to wear white shirts and school tie.

For P.E. plain t-shirts, shorts/joggers/leggings and a school jumper should be worn. We do not wish to see any football or rugby strips. Indoor gym shoes and outdoor trainers are required. There are circumstances when other wear is considered acceptable.

It is helpful if all items of clothing and equipment have your child's name marked clearly on them. All jewellery should be removed for P.E. unless the child has sleeper earring studs, in which case, the studs should be covered by tape. Staff are not allowed to touch children's ears, so the child must tape her/his ears themselves, or have parents do this on the day of P.E.. Please leave jewellery and valuables at home. This will prevent the distress caused by items being lost or broken. Items are brought in at the owner's risk.

Some households may be entitled to clothing grants. Please refer to **Appendix A** for access to information and application forms.

TRANSPORT

School Bus/Taxi

Any child living more than two miles from the school is entitled to free 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 regarding application forms. Parents of pupils from outside the designated catchment area are responsible for their child's transport arrangements. All pupils are picked up at the pre-arranged locations by the contract bus company. After school, buses meet the children at the drop-off and pick-up point at the front of the building. A member of school staff escorts the children to and from this point.

School consequences may apply to pupils misbehaving on school transport. Following warnings from the driver, serious or sustained misconduct will result in the withdrawal of school transport entitlement. We regularly liaise with the contract company and the public transport unit of Moray Council.

By Car

We encourage children to walk to school if possible. If parents choose to drop children off by car they must do so safely and with due regard to the parking guidelines around the school. **Please do not park in the school grounds.** Parent/Carers are encouraged to follow guidance set out on our Active Travel Zone. The carpark at the Institute can be used at drop off or pick up times only, cars should not remain parked there during school events. We respectfully ask you to consider the safety of those who work and learn at Milne's Primary.



By Bicycle

It is at Parents/Carers' discretion whether they allow their child to cycle to and from school. However, an adult should accompany young children and we prefer children to have completed their cycle training before bringing bicycles to school. We advise that children do not cycle unaccompanied to school until P4. Cyclists should arrive at school either via Institution Road or from the footpath at the rear of the school and walk through the playground to the bicycle stand provided. Pupils and their parents are responsible for the security and safety of bicycles brought to school; bicycles and scooters are left at their own risk. Parents are asked to ensure that bicycles are roadworthy and have properly working brakes and lights. All children should wear a cycle helmet. Bicycles and scooters are not allowed to be used within the school grounds, before, after or during school time.

School Crossing Patrol

Unfortunately, there are no longer any School Crossing Patrols in Moray and Parents are reminded that if their children do not travel to school by entitled transport, they are responsible for ensuring their child's safety on their whole journey to and from school.



LOOKING AFTER SCHOOL AND PERSONAL PROPERTY

Pupils are reminded to take care of our school and respect other people's property, as well as their own. All pupils are responsible for their own property – items of clothing, cards, toys, watches, money, etc. Please do not allow your child to take anything into school that may get lost or damaged. We ask you to help us ensure that toys are left at home and not taken into the playground or class.

Pupils may NOT bring the following specific items to school:

Pocket knives, scissors, medications, laser pens, electric shock pens, chewing gum or bubble gum, glass containers, fireworks, matches or lighters, items with inappropriate images.

This list is not complete, but it is the responsibility of parents/carers to know what is in their child's possession. Please make every effort to ensure that items of value are left at home, or are directly placed in the class teacher's supervision if they are 'on loan' for the duration of class projects. Medication requires a form to be completed. Medication is kept in the office. Ms Severin can provide further information. This holds if the medication is required in the short or long term. Trading cards and toys are not currently permitted without prior discussion with class teachers. Smart watches must not be used to record or photograph at any point in school grounds.

Water bottles

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. There is a water fountain available to top up bottles. Please bring a named water bottle to school every day. This bottle should not be frozen solid and should not contain fizzy, fruit or sugary/dilute juice. As we are an Eco school, we try to encourage the use of refillable bottles.



Mobile phones

In compliance with Moray Council guidance, all mobile phones should be turned off and out of sight in Milne's Primary School. We believe this will enhance learning and reduce distraction.

We appreciate that there are unique circumstances where some pupils use their phone before or after school, in these few instances, mobile phones can be handed in to class teachers, they must be switched off. We will not accept responsibility for lost, stolen or damaged phones. Mobile phones will be returned at the end of the school day and should not be used on school grounds. In the event that a pupil has a mobile phone in use throughout the school day, this will be confiscated and a parent/guardian will need to collect this from the school office.



SCHOOL TERM/HOLIDAYS DATES 2026

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

http://www.moray.gov.uk/moray_standard/page_55829.html

Holiday Dates for 2026

Spring Term

Term starts: Monday 5 January 2026

Mid-term holidays: Friday 13 until Tuesday 17 February 2026

Term ends: Friday 27 March 2026

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



Summer Term



Term starts: Monday 13 April 2026

May Day holiday: Monday 4 May 2026

Term ends: Thursday 2 July 2026 (SUMMER HOLIDAYS BEGIN)

Session 2026-2027 begins Wednesday 19 August 2026

Autumn

In-service closure: Monday 17 and Tuesday 18 August 2026

Term starts: Wednesday 19 August 2026

Term ends: Friday 9 October 2026

Autumn holidays: Monday 12 October 2026 - Friday 23 October 2026



Winter



Term starts: Monday 26 October 2026

In service closure: Monday 15 November and Tuesday 16 November 2021

Term ends: Friday 18 December 2026

Christmas holidays: Monday 21 December 2026 - Friday 1 January 2026

APPENDIX A

Moray Council
Education, Housing & Communities

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 15/10/2019

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Active Schools	Telephone:	01343 563890
	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	Website:	http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com (Children's Education Advisory Service)
	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)
	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

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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 Discrimination	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Racial 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