

Mortlach Primary School



Handbook 2020/21



Ambitious to Achieve Excellence *Together*

Mortlach Primary School

Dear Parents

Welcome to Mortlach Primary School. Children from Dufftown and the surrounding countryside attend Mortlach School. The building dates from 1902 and was originally the Public School serving the Parish of Mortlach. It later became the Junior Secondary School before being handed over to the Primary School when a new Secondary School was built in Aberlour in 1968.

The school is well equipped with seven classrooms, a library/general purpose room, a nursery classroom, large hall and dining room. Computers are used in every classroom, from Nursery to Primary 7.

The aim of this handbook is to provide you with information that we think will be useful to you and is correct at the time of publication. This handbook has been prepared by the Head Teacher and Staff and follows guidelines set out by The Moray Council.

See service aims at

http://www.moray.gov.uk/moray_standard/page_43612.html

We have tried to anticipate most of the questions that parents ask, but if there is anything that we have not covered or you would like more details, please don't hesitate to get in touch and we will do our best to help you.

Veronica Cunningham
Head Teacher (0.8)

Tracy Gordon
Head Teacher (0.2)

Date of Publication December 2020

The information contained within this Handbook is correct at the time of publication, and is updated annually. This Handbook has been prepared by the Head Teacher and follows guidelines set out by The Moray Council.

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School Staff 2020/2021

Head Teacher (4 days)		Mrs Veronica Cunningham
Head Teacher (1 day)		Mrs Tracy Gordon
Teacher (4 days)	P7	Mrs Tracy Gordon
Teacher	P5/6	Mrs Kathryn Fraser
Teacher	P4/5	Miss Frances Scott
Teachers	P3/4	Miss Lorna Lees
Teacher (3 days)	P2/3	Mrs Ashley Cameron
Teacher (2 days)	P2/3	Mrs Gemma Shortreed
Teacher (2 days)	P1	Mrs Louise Morrice
Teacher (3 days)	P1	Mrs Elaine Wickert
Support for Learning		Mr Martin Collis
Nursery Manager		Mrs Mitch Fraser
Senior Early Years Practitioner		Mrs Christine Anderson
Early Years Support Worker		Mrs Kristine Milne
Primary School Administrator		Mrs Louise Coupland
Children's Supervisor/Class Assistant		Mrs Jenny Trueman
Children's Supervisor/Class Assistant		Mrs Karen Bowie
Pupil Support Assistant		Mrs Jenny Trueman
Pupil Support Assistant		Mrs Karen Bowie
Pupil Support Assistant		Mrs Kristine Milne
Pupil Support Assistant		Mrs Samantha O'Neill
Pupil Support Assistant		Mrs Chantal Wilkinson
Lunchtime Auxiliary		Mrs Karen Bowie
Lunchtime Auxiliary		Mrs Jenny Trueman
Janitor		Mr Mark Ritchie
Cleaners		Mrs Linda Baillie
		Mrs Mary McManus
		Miss Beverley Shiach
		Mrs Norma Higgins
Cook		Mrs Heather Urquhart
Catering Assistants		Mrs Lisa Milton
		Mrs Kim Grant

Instrumental Instruction

Recorder/Ukulele

Violin/Cello

Woodwind

Mrs Alison Gillies

Mrs Rachel Lewtas

Ms Erin Carroll

School Chaplains

Rev George Rollo

Rev Michael Last

Father Colin Stewart

Parent Council

Mrs Candice Geddes (Chair)

Mrs Caitlin Barnes

Mrs Deborah Cowie

Mrs Laura Ford

Mr Chris Gordon

Mrs Nicola McGill

Mrs Judith Scott

Mrs Kessia Stuart

Mrs Maureen Turner

School Address

Mortlach Primary School

York Street

Dufftown

Banffshire

AB55 4AU

Telephone

01340 820268

Email

admin.mortlachp2@moray-edunet.gov.uk

School website

<http://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/>

School roll

129 pupils in six classes

+ 9 pupils in nursery class

School meals

£2.30 per ticket or

£23.00 per book of ten tickets

School tie

£7.00

School sweatshirt/cardigan

£13.00

£14.50 for size 34 etc.

School polo shirt

£10.00

School house t-shirts

£6.00

£7.00 for size small adults etc.

School fleece	£10.00* (*While current stocks last)
Book bags	£9.00 each
Secondary School	Speyside High School Mary Avenue Aberlour Banffshire AB55 9PN
Telephone	01340 871522/3
FAX	01340 871098
Email	admin.speysidehigh@moray-edunet.gov.uk
Head Teacher	Mrs Patricia Goodbrand
Associated School Group	Aberlour Primary School Craigellachie Primary School Glenlivet Primary School Knockando Primary School Rothies Primary School Tomintoul Primary School
Head of Education	Ms Vivienne Cross
Quality Improvement Officer	Ms Karen Lees
Office address	Department of Education, Communities and Organisational Development The Moray Council High Street Elgin IV30 1BX
Telephone	01343 563374
FAX	01343 563478
Moray Council website	www.moray.gov.uk
Education, Communities and Organisational Development Service Aims	http://www.moray.gov.uk/moray_standard/page_43612.html

The Moray Council has produced a "Notes for Parents and Carers" booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education, or the Moray Council Internet site:

http://www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

The website also includes other useful information such as

- [School Term Times](#)
- [Work Experience](#)
- [Adverse Weather](#)
- [Procedure for Admissions to Primary School](#)
- [Instrument Instruction](#)
- [Home Education](#)
- [Exclusions](#)
- [Attendance and Absence](#)
- [Bullying](#)
- [Parent Councils](#)
- [Placing Requests](#)
- [School Information Line](#)
- [Additional Support Needs](#)

http://www.moray.gov.uk/moray_standard/page_39857.html

There is a comprehensive list of Moray Council webpages at the end of this document in Appendix A.



School Term and Holiday Dates 2020 – 2023

(all dates inclusive)

Session 2020/2021		
Autumn Term	Starts	<i>In-Service Closure: Monday 10 Aug 2020</i> <i>In-Service Closure: Tuesday 11 Aug 2020</i> Wednesday 12 August 2020 *
	Ends	Friday 9 October 2020
Autumn Holiday	Starts	Monday 12 October 2020
	Ends	Friday 23 October 2020
Winter Term	Starts	Monday 26 October 2020
	Ends	<i>In-Service Closure: Monday 16 Nov 2020</i> Friday 18 December 2020
Christmas Holiday	Starts	Monday 21 December 2020
	Ends	Monday 4 January 2021
Spring Term	Starts	Tuesday 5 January 2021
	Ends	<i>Mid Term Holiday: Friday 5 & Monday 8 February 2021</i> <i>In-Service Closure (secondary schools only): Monday 8 March 2021</i> Friday 26 March 2021
Spring Holiday	Starts	Monday 29 March 2021
	Ends	<i>Good Friday Holiday: Friday 2 April 2021</i> Friday 9 April 2021
Summer Term	Starts	Monday 12 April 2021
	Ends	<i>May Day Holiday: Monday 3 May 2021</i> <i>In-Service Closure (primary schools only): Thursday 13 May 2021</i> <i>In-Service Closure (all schools): Friday 14 May 2021</i> Friday 25 June 2021
<i>Plus 1 occasional day holiday when the following schools will be closed:</i>		
Buckie High ASG		Elgin Academy ASG
Monday 14 June 2021		Thursday 4 February 2021
Elgin High ASG		Forres Academy ASG
Thursday 4 February 2021		Tuesday 9 February 2021
Keith Grammar ASG		Lossiemouth High ASG
Monday 7 June 2021		Tuesday 4 May 2021
Milne's High ASG		Speyside High ASG
Thursday 4 February 2021		Monday 7 June 2021

* Following the COVID-19 lockdown pupils will begin to return to school from Wednesday 12 August 2020.

Monday 8 March is an in-service closure for secondary schools only.
Thursday 13 May 2021 is an in-service closure for primary schools only.

Given that the schools are returning a week earlier in summer 2020 an additional week of holiday has been agreed for summer 2021 with effect from Monday 28th June 2021 making a seven week summer break.

Schools work in a group format, based on a Secondary school and its associated Primary schools. This is known as an Associated School Group (ASG). More information is available on the Moray Council website at:
www.moray.gov.uk/moray_standard/page_55590.html

Session 2021/2022		
Autumn Term	Starts	<i>In-Service Closure: Monday 16 Aug 2021</i> Tuesday 17 August 2021
	Ends	Friday 8 October 2021
Autumn Holiday	Starts	Monday 11 October 2021
	Ends	Friday 22 October 2021
Winter Term	Starts	Monday 25 October 2021
	Ends	<i>In-Service Closure: Monday 15 Nov 2021</i> <i>In-Service Closure: Tuesday 16 Nov 2021</i> Thursday 23 December 2021
Christmas Holiday	Starts	Friday 24 December 2021
	Ends	Friday 7 January 2022
Spring Term	Starts	Monday 10 January 2022
	Ends	<i>Mid Term Holiday: Friday 11 & Monday 14 February 2022</i> Friday 1 April 2022
Spring Holiday	Starts	Monday 4 April 2022
	Ends	Friday 15 April 2022 (Good Friday)
Summer Term	Starts	Monday 18 April 2022
	Ends	<i>May Day Holiday: Monday 2 May 2022</i> <i>In-Service Closure: Thursday 12 May 2022</i> <i>In-Service Closure: Friday 13 May 2022</i> Friday 1 July 2022
<i>Plus 1 occasional day holiday to be agreed by 30 March 2021</i>		

Session 2022/2023		
Autumn Term	Starts	<i>In-Service Closure: Monday 15 Aug 2022</i> Tuesday 16 August 2022
	Ends	Friday 7 October 2022
Autumn Holiday	Starts	Monday 10 October 2022
	Ends	Friday 21 October 2022
Winter Term	Starts	Monday 24 October 2022
	Ends	<i>In-Service Closure: Monday 14 Nov 2022</i> <i>In-Service Closure: Tuesday 15 Nov 2022</i> Thursday 22 December 2022
Christmas Holiday	Starts	Friday 23 December 2022
	Ends	Friday 6 January 2023
Spring Term	Starts	Monday 9 January 2023
	Ends	<i>Mid Term Holiday: Friday 10 & Monday 13 February 2023</i> Friday 31 March 2023
Spring Holiday	Starts	Monday 3 April 2023
	Ends	<i>Good Friday Holiday: Friday 7 April 2023</i> Friday 14 April 2023
Summer Term	Starts	Monday 17 April 2023
	Ends	<i>May Day Holiday: Monday 1 May 2023</i> <i>In-Service Closure: Thursday 11 May 2023</i> <i>In-Service Closure: Friday 12 May 2023</i> Friday 30 June 2023
<i>Plus 1 occasional day holiday to be agreed by 30 March 2022</i>		

Session 2023/2024		
Autumn Term	Starts	<i>In-Service Closure: Monday 14 Aug 2023</i> Tuesday 15 August 2023
	Ends	
<i>Dates to be agreed by 30 September 2021</i>		

CONTACT DETAILS: Moray Council Education, Communities & Organisational Development, www.moray.gov.uk
Telephone: (01343) 563374, Email: education@moray.gov.uk

Last Updated 05/03/2021 Expiry Date 31/03/2021



Mortlach Primary School



COVID-19 Impact on Schools

If you have concerns about sending your child to school during Covid-19 you should refer to the National Parent Forum of Scotland [back to school guidance](#) which has helpful advice. To find out more information about Covid-19 from a health perspective you will find more information from the [NHS](#).

All Moray schools have restrictions in place which have been risk assessed. There are enhanced health and safety protocols, limited visitors and enhanced cleaning regimes. All measures have been put in place in order to reduce the risk of outbreak and transmission in schools.

Copies of the following guides are available to support you and your children/young people at this time and may answer questions you may have.

- Parent/carer guide
- Learner guide
- Learner top tips

Can we help you?

Listed on the next few pages are the questions that pupils and their parents most often ask. Underneath each question is an answer. Perhaps you have a different question or perhaps the answer provided doesn't give you enough information. If this is the case then please don't hesitate to contact the school and ask.

What are the times of the school day?

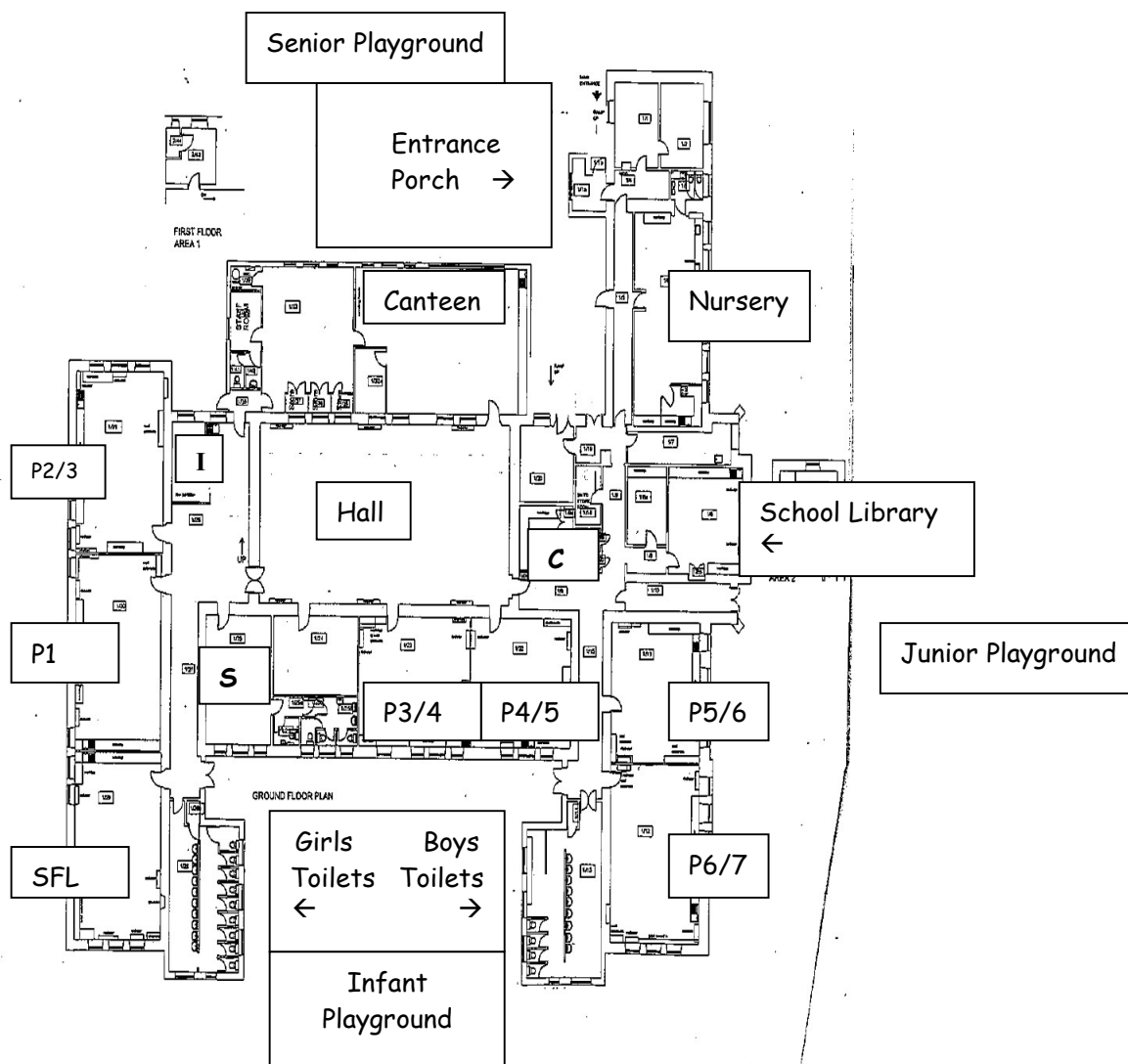
Start and finishing times are as follows:

Primary P3/4, P4/5 & P5/6	09.00am - 10.20am	Session 1
	10.20am - 10.40am	Interval
	10.40am - 12.20pm	Session 2
	12.20pm - 1.05pm	Lunch time
	1.05pm - 3.00pm	Session 3
Primary P1, P2/3 & P6/7	9.00am - 10.40am	Session 1
	10.40am - 11.00am	Interval
	11.00am - 12.45pm	Session 2
	12.45pm - 1.30pm	Lunch time
	1.30pm - 3.00pm	Session 3



Please note that the above session & interval timings will change once Covid-19 restrictions are no longer in place.

Where are the classrooms?



C = computers

I = early years work area

S = staffroom

Who are the teachers in the school?

Class teachers take responsibility for their class on a daily basis, planning and preparing work best suited to the pupils. There are two Head Teachers working part-time to fulfil a fulltime commitment. Mrs Veronica Cunningham (4 days) and Mrs Tracy Gordon (1 day). The Head Teachers are class committed at different times throughout the week. They provide management of the school setting and strategic leadership. Mrs Jennifer Stewart teaches German/Drama one day a week. Miss Frances Scott and Mrs Elaine Wickert teach Music and PE respectively.

What does the Support for Learning teacher do?

The Support for Learning teacher provides regular teaching input 3 days a week to pupils of all ages who may be finding difficulty with their normal class work or who are ready for additional work and need to be extended/challenged. By working with small groups the Support for Learning teacher can spend time with individual pupils and help support them. The Support for Learning teacher ensures that a clear programme of work is planned for all the pupils he is working with, after consultation with the class teachers and

parents. Regular reviews are held with parents for those pupils who have an Individualised Education Plan (IEP), Behaviour Support Plan (BSP) and Learning Profile and Strategies (LPS).

If we think your child might benefit from additional support we will discuss it with you and invite your support to help your child. If you think your child is struggling with a particular aspect of learning, please don't hesitate to get in touch with either the Head Teachers or the class teacher to discuss the difficulty.

The Moray Council is committed to working in partnership with parents, young people and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.

Procedures such as talking to Head Teachers or Guidance Staff (in Secondary schools) can help sort out the great majority of situations. To further help with this, you can contact Mrs Cunningham/Mrs Gordon, who are the additional support needs co-ordinators in the school.

A series of leaflets has been produced by Education for parents and carers. These leaflets are available from the school or the Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_42708.html

For further information and advice you can contact the Additional Support Needs Officer in Moray:
The Moray Council, Council Offices, High Street, Elgin IV30 1BX
Telephone 01343 563174

The Additional Support for Learning Act came into force on 14 November 2005. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act (2009). In terms of the Act, The Moray Council has embarked on the process of ensuring that everyone in Moray, particularly children, young people and families and those who work with them, has access to the information and support required to implement the Act. Implementation builds on the good practice which exists in Moray at the moment.

More information can be found on The Moray Council's website regarding this and the council's provision for additional support needs in Moray. There are also internet links to other potentially useful organisations via The Moray Council's website.

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

If you would like any further advice or information "Enquire", the Scottish advice service for additional support for learning (which is funded by the Scottish Government) can be contacted on:

Telephone: 0845 1232303

Email: info@enquire.org.uk

Website: www.enquire.org.uk

How does the school ensure accessibility for everyone?

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies, but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. All our entrances and exits are either at ground level or have ramps as appropriate. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate

physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents/carers.

What equipment do I need to provide?

It is useful that your child has the usual writing materials, a pencil, eraser and ruler. Although school does provide these, we have found that pupils much prefer to use their own! It would also be useful if your child had a pack of felt pens or pencil crayons too.



A change of clothing is needed for PE, t-shirt (in their house colour if possible - blue for Balvenie, red for Buchromb and yellow for Kininvie), shorts and gym shoes are essential.

A change of shoes for indoor use (gym shoes can be worn for indoor use).

No jewellery should be worn for PE. If a child cannot remove earrings themselves, then earrings will need to be covered with tape for safety reasons.

Books, jotters, paper and art and craft materials are provided by the school. In order to carry reading books to and from school along with pencil cases, it is useful for your child to have a stout bag in which to put these items, although we do suggest that the bag is not too big as it can become quite heavy! Book Bags are ideal for carrying reading books and library books and keep them away from potential accidents with water bottles. They are available to purchase from the school office.

It would be very much appreciated if you could provide an old shirt or overall to wear during art lessons as this will help to keep school clothes reasonably clean and prevent you having to do extra washing!

Please label all clothes with your child's name and rewrite regularly.

What about school meals?

School meals are cooked on the premises and served in the canteen. Pupils are offered a choice of meals. The weekly menu is displayed on the board at the end of the senior corridor, where all the pupils can see it, and leaflets are available from the school office. The menu is also featured on the school blog. The current cost of meals can be found at the front of this handbook.



Pupils select the main course that they would like that day, in class, first thing in the morning using the iPay system.

School Lunches can be paid for each day between 8.35am and 8.55am in the canteen.

Alternatively parents can use the online payment system to pay for school dinners. Soon, you'll also be able to pay for things like school trips and uniform online too, and we'll let you know when this is available.

The new secure payment system is called iPayImpact. Any funds that you add to your account are immediately available for your child/children to buy a school dinner. There's no upper limit to the amount you can add to your account and, if you wish, you can pay upfront for weeks or months in advance.

The service is available 24/7, from any internet-enabled device, and will allow you to see the current balance on the account, top up funds, and view a transaction and meal history.

You can still use this service if your child receives free school meals - including all P1 - P3 pupils - because you will still be able to see a meal history, and also use it in the future for other payments.

We've got more information available online, as well as FAQs, please visit www.moray.gov.uk/schoolpayments.

Pupils taking school meals are supervised by lunchtime auxiliaries and are expected to follow their instructions at all times.

Can my child have free school meals?

From January 2015 all P1, P2 and P3 pupils have been entitled to a free school lunch. You do not have any forms to fill in for this entitlement. If your P1, P2 and P3 child prefers to bring a packed lunch as an alternative this is your prerogative, however the cost of making the packed lunch cannot be reimbursed to you.

For P4-P7 pupils you can claim free school meals if you are receiving certain benefits. Current information can be found in the "Notes for Parents and Carers" booklet. Please note that an entitlement to free school meals also includes an entitlement to a clothing grant.

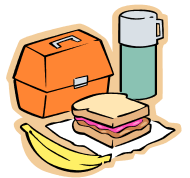
More information please check The Moray Council website:

http://www.moray.gov.uk/moray_standard/page_55486.html

http://www.moray.gov.uk/moray_standard/page_55540.html

Can I send my child with a packed lunch?

Children can bring a packed lunch to school if they prefer. Packed lunches are eaten in the school hall at the same time as school meals are being served in the canteen. Pupils taking packed lunches are also supervised by lunchtime auxiliaries and are expected to follow their instructions at all times.



What are the arrangements for health care?



During their first year at school all pupils receive a medical examination by the Doctor and/or Nurse from the School Health Service. We will let you know the time and date when the staff are visiting and invite you to attend with your child.



Pupils with a hearing or visual impairment or other medical problems are seen by the School Health Service Doctor during his/her visit to the school.



Dental inspections are carried out by the School Dentist, who will check the pupils' teeth each year as required by Scottish Office legislation. He/she will inform you if any treatment is required. Any necessary treatment may be carried out at school or you may prefer to make arrangements with your own dentist. The "Child Smile" team visit regularly to provide fluoride varnish for pupils' teeth with your permission. Information and permission forms are sent out prior to these visits.

The School Nurse, who is based at Speyside High School, comes to school to check on the general health and well being of pupils. She also acts as a resource for teachers who may cover health subjects within their projects. For example, a project on "Food" is likely to include work on "food that is good for us" and the School Nurse can not only provide useful information but can come along and talk to pupils directly if required.

There has been much research done in recent years about head lice. As a result of the research we now know much more about the lice and the way in which they are spread. It has been found that only one in ten infections are caught in schools. The lice are more likely to have come from an adult or pre-school child, most of whom will be unaware that they have head lice. It takes an intimate head to head contact lasting about one minute to catch lice, hence the close contact between parents and very young children can result in the lice being passed on.

However, it is often the case that head lice infections become apparent in school. If we find a pupil with head lice, our procedure is that a standard letter will be sent out to all parents of the pupils in the class where the infection has been found, asking you to check your child's head and use the appropriate treatment if lice are found. In the same way, we would like you to let us know if you find head lice at any time. We can then let other parents know that there has been an outbreak in the school and ask for heads to be checked as usual. We would never identify the source of the head lice and your information would be treated confidentially. Children should not return to school until the immediate treatment has been completed. This should help stamp out head lice altogether. It is recommended that hair is checked weekly with a special detection comb in order to catch any infection early. Combing and/or brushing hair twice a day is advised for keeping head lice away.

If you would like more information about head lice detection and treatment please contact either the school or the Rinnes Medical Centre.

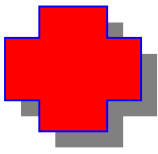
What if my child becomes ill or has an accident at school?

If your child becomes unwell at school and/or is upset we will contact you and ask you to come and collect him/her. Children are best kept at home until they are quite well enough to return to school.

If your child has sickness or diarrhoea NHS advise keeping your child away from school until 48 hours after the last dose of sickness or diarrhoea.

By following this guidance the spread of infection is considerably reduced.

Should a child receive a head bump we will always contact you or your emergency contact person, to let you know so that you can decide what course of action you require for your child. This could be that you are happy for school to continue to monitor your child in class, or for you to come and take your child to the doctor or take them home. The choice will always be yours as a parent.



We have seven members of staff who are fully qualified First Aiders, and they usually deal with pupils who have fallen or cut and bumped themselves.

If an injury is more serious and we think the child should not be moved, we will not only contact you and ask you to come to school, but we will also telephone the Health Centre and ask for a Doctor to come as well. We are then able to receive professional advice on the best course of action for the child.

It is essential that we not only have your home/mobile telephone number but also an emergency contact number where we can reach a family member quickly.

Occasionally we need to contact other professionals such as educational psychologists, occupational therapists etc for additional support. We will always discuss the reasons for these referrals with you before they are made and get your opinion.

What do I do if my child is absent?

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian, holidays/days off taken during term time).

If your child is absent for any reason we would like you to telephone or email the school on the first day of absence to let us know the reason for the absence and for how long your child is likely to be absent. School will follow up any absences if we have not heard from you. If you do not let us know that your child has been ill, attending a doctor's, dental, optician, hospital or similar appointment, absent due to a family bereavement or similar reason, then we have to record the absence as unauthorised. A number of unauthorised absences will result in the school asking formally for an explanation of the absences. The Education Department sends the absence returns to the Scottish Government in Edinburgh.

Permission for holidays to be taken during term time is no longer at the discretion of the Head Teacher. The Scottish Government would rather parents did not take children on holiday during term time unless it is absolutely essential. Only in exceptional circumstances, which must be discussed with the Head Teacher, may time off be granted and the absence marked as "authorised". Any family holiday will normally be marked as "unauthorised holiday" and the procedure outlined above will be followed.

What information do I get from school?

Newsletters are issued regularly throughout the year, letting you know what is happening in school, giving you the dates of events and holidays and generally keeping you up to date. Copies are added to the school blog.



The school blog can be accessed on <https://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/>.

The blog has copies of all newsletters as well as lots of other useful information about school events and activities.

Newsletters are emailed out to parents and carers regularly which enables us to reduce the amount of paper we use, which in turn helps maintain our Green Flag for our Eco-School status and ensures we are an environmentally conscious school. Please update the school at any time if you wish to change your email address or add an additional email address to our newsletters email group.

Informal Reporting to Parents

We hold termly 'Tea and a Blether' sessions which have a different focus each time. These informal reporting sessions give you the chance to discuss any class based issues or your child's progress with the class teacher. We hold a Parent/Teacher evening in March when you are invited to come along and discuss the progress your child is making with the class teachers. We also send home comprehensive reports in March each year. The information you receive in Homework Diaries and Reflective Logs provides you with regular information throughout the year in addition to the conversations you have with your child about their learning. Pupils are much more informed about their own progress and should be able to explain not only *what* they are learning, but recognise the relevance of *why* they are learning.

Pupils also have a "portfolio" of a selection of their work which passes through the school with them. By the end of P7 pupils will have a folio of evidence to show their progress right through the school from their entry to Mortlach. For many pupils this will date from their nursery days. Pupils select their "best" items of work each year for the portfolio in addition to copies of certificates if they wish to include them. P6 and P7 pupils also create a "profile" of themselves which is included in their portfolio. This is a more reflective piece of work which they write themselves and recognises their strengths and acknowledges the things they need to work on to improve.

If we have concerns over your child's behaviour we will contact you to discuss the matter. It may be in the form of a telephone call or we might ask you to come in to school to discuss more serious concerns. If you have concerns too please don't hesitate to get in touch with school.

The Moray Council Education Department has produced a series of leaflets for parents providing further information on "Deferred Entry to Primary School", Educational Psychology Service", "Pupil Transport". These leaflets are available from school or can be downloaded from the Moray Council Internet site www.moray.gov.uk

Towards the end of the academic year we will let you know the arrangements for the classes and who your child's class teacher will be for the forthcoming year. Every class spends time in their new room with their new teacher so they know where to go on the first day of the Autumn term and have some idea about what to expect. Clearly there are some stages where there is a significant change, for example, nursery to Primary 1 and Primary 7 to Secondary School. We ensure that these transitions go as smoothly as possible for the pupils. Not only do pupils spend time in their new classes with their new teachers, at the early stages Primary 1 staff also spend time in the nursery getting to know the pupils. The nursery pupils have a huge advantage in that they have already begun to find their way around school as they are familiar with the school library, hall and canteen. At the upper stages Primary 7 pupils spend transition days at Speyside High School getting to know staff and pupils in their year group, since pupils from many different Primary Schools feed into Speyside High School. Any pupils who we think might benefit from additional visits receive an enhanced transition. For example, it may be that they are the oldest in the family and therefore have little familiarity with the High School, or they may need support with their learning and the additional visit will reassure any anxieties they may have about moving on to High School.

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

Privacy statement

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

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriate to all its citizens.

Data about pupils/children at school/within ELC setting

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

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

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

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Mortlach Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Mortlach Primary School.

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

Sharing personal data to support wellbeing

In addition to the above, Mortlach Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why - unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

What activities are run by the school?

We hold a Book Fair once a year in the autumn term, when parents and children can come along after school and browse through the books before buying. Again, no-one is obliged to buy books from the Book Fair but the profits made are ploughed back into school. Usually we are allowed a number of free books depending on how many are sold, so it is a good way of adding to our library.



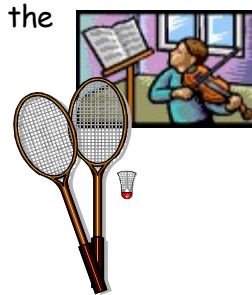
The school library is in the GP Room and contains a wide variety of fiction and non-fiction books suitable for all ages. Pupils may borrow books from the library each week and are encouraged to do so. The "Accelerated Reader" programme encourages pupils from P2 to P7 to read books at "their" levels and tracks their progress as their attainment improves. Thanks to the hard work of a small group of parents all the library books have been checked to see if they are part of the Accelerated reader programme and have been labelled appropriately, making it very easy for pupils to find their books.

Books borrowed from school or college libraries may not be copied by outside bodies, e.g. commercial copy shops, without the written permission of the publishers. In conjunction with rights owners, the Copyright Licensing Agency is taking legal action against copy shops that are found to be illegally copying from books for students.



Pupils in Primary 5 are offered the opportunity of undertaking training through the Cycling Proficiency Scheme. This is usually co-ordinated by Mrs Jennifer Stewart and the Active Schools Co-ordinator, who is ably assisted by parent volunteers for who we are very grateful. Training is usually given during the spring/summer term and once pupils have passed both the written and practical tests they may ride their bicycles to school if they wish. There are bike sheds beside the infant play area for pupil and staff use.

The Scottish Government is providing instrumental tuition for all P5 pupils throughout Scotland. This means that P5 pupils learn to play the recorder with a visiting instrumental teacher. There are also visiting instructors in 'cello, violin and woodwind' who teach a small number of pupils each week. When a place with the instructors becomes available, pupils who are interested in playing are offered the chance of assessment by the instructors, before possible selection for the appropriate instrument.



There are a number of activities organised by the Active School's Co-ordinator for Speyside that are offered regularly at Mortlach after school. Parents run the after school activities and we are very grateful for their support. There is also a newly formed craft club and gardening club after school which have proved very popular which is ably supported by Mortlach Staff for which we are very grateful.

There are a variety of lunchtime clubs that are run by teachers that pupils can join. There is a strategy games club, a homework club, a sports leadership group, the school choir and a Chinese language club with senior pupils being given the opportunity to learn Mandarin Chinese.

Does the school have a uniform?

Yes, the school does have a uniform. Although uniform is not compulsory we do like the pupils to wear it since they do look very smart and it helps give the school its identity.

The girls are expected to wear a:

white blouse with a school tie, white or school polo shirt
bottle green cardigan or jumper or a bottle green school sweatshirt
grey, navy or black skirt or trousers

The boys are expected to wear a:

white shirt with a school tie, white or school polo shirt
bottle green jumper or bottle green school sweatshirt
grey, navy or black trousers

School ties, sweatshirts, polo shirts and fleeces are available from the school throughout the year. The current prices can be found in the pages at the front of this handbook.

While the polo shirts and sweatshirts are great for everyday wear, we do like to see the pupils in a white shirt and school tie on the more formal occasions that arise during the year such as end of term Services and for school photographs.

Jewellery is not encouraged at school. Necklaces, bracelets and rings are not appropriate for school - they are easily broken or lost and pupils can become very distressed when this happens. Jewellery is better kept for wearing outwith school. If pupils do have pierced ears they should only wear stud style earrings (which can either be removed entirely or covered with tape for PE), hoop earrings will need to be removed for PE. We hope you will encourage your child to wear school uniform and restrict their wearing of jewellery.

Can I see round the school before my child is admitted?

Yes, of course you can! As most of the pupils who are enrolled for Primary 1 at Mortlach School have come from the Mortlach Nursery, many parents are likely to be familiar with the building. However, for those who are not familiar with the school, a member of staff will be delighted to show you round.

During the summer term, visits are arranged for the prospective Primary 1 pupils to see their new classroom and meet their teacher. Parents are also invited along to meet the Head Teacher and Primary 1 class teacher on a different occasion. At this time parents are able to visit the classroom and look at the books and equipment the pupils will be using and hear about the different activities that the pupils will be engaged with during their first year in Primary School.

If you are enrolling your child at any other time you will be shown round the school at the time of enrolment, when you and your child will be able to see the classrooms and meet the appropriate teacher.

Is my child entitled to school to school transport?



All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if that is their local zoned school. Door-to-door transport is not guaranteed.

Application forms are available from the school and should be returned to school to send on to the Public Transport Unit in Elgin. You are asked to allow seven days from returning the application to school for the application to be processed. Parents will be notified by post of the decision on transport provision. Where entitlement is granted, the travel pass will be forwarded direct to the pupil's home address. The commencement date for transport will be notified at the same time. Parents should await receipt of the travel pass before contacting the drivers for pick up point information.

Parents must notify the drivers if the pupil is not travelling on the bus for any reason. The drivers always keep a check on pupils travelling on their bus and would expect a child to return on the bus if they have brought the child to school in the morning. Bus company telephone numbers are available from the school office.

A brief guide to the Moray Council Policy on school transport is outlined below. Further details can be obtained from the Public Transport Unit at Council Headquarters, the address and telephone number of which are on the pages at the front of this handbook.

Pick-Up Points

Parents are responsible for the safety of pupils prior to the arrival of the school transport vehicle at the designated pick-up/set down point in the morning. Parents are also responsible for the safety of pupils after the departure of the school transport vehicle from the designated pick-up/set down point at the end of the day.

It should also be noted that the Council is under no obligation to provide transport from your front door. You may be asked to connect with the school transport at the designated pick-up/set down point.

Privilege Transport

There are occasionally empty seats on school transport and privilege transport may be granted to certain pupils living on the bus route but less than the statutory distance from school. Parents should be aware that the privilege transport is not a right and may be withdrawn at any time to accommodate children who live more than the statutory distance from school. The school transport cannot be asked to deviate from its route to pick up or set down "privilege" pupils.

There is a charge for privilege transport which will only be levied on those not eligible for statutory home to school transport. These are students who live within the minimum walking distance of two miles, or who attend an out-of-zone school by parental choice. Currently any available seats on transport are made available by the Head Teacher on a privilege basis without cost. Those who choose to take the privilege transport option from August 2019 will be charged £370 per annum (£2 per school day).

Behaviour

Pupils are expected to remain in their seats while on the transport and not distract the driver. Persistent misbehaviour on school transport may result in the permanent withdrawal of school transport entitlement.

If you choose to enrol your child at Mortlach School but do not live within our delineated zone (ie. we are not your nearest school), then unfortunately the Moray Council is under no obligation to provide transport.

Is there a Parent Council?

Yes, we have a hardworking and dedicated group of parents who volunteer to become part of the Parent Council. Parent Councils were introduced by the Scottish Government in 2007 to replace School Boards and to encourage local communities to work with schools in the education of children and to provide a means for the expression of parents' interest and views. The annual general meeting is held in June each year. If you are interested in joining the Parent Council please don't hesitate to get in touch. Even if you'd rather not join the Parent Council and attend the regular meetings but you're willing to help with different events and activities, again please don't hesitate to get in touch.

Minutes of all meeting can be viewed on the school website at
<https://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/>.

What facilities does the school have for sports?

We have the sports field adjacent to the school marked with a running track during the summer months.

Near the Infant classrooms there is a grassed area containing an enclosed play area with a safety covering of bark below the equipment. An "outdoor classroom" is also available in this area. There are logs for pupils to sit on courtesy of our local tree surgeon. We have a newly opened Eco-Garden that was planned and organised by the Eco Community Group and supported by Community Partnerships.

The school hall has markings for badminton and netball/basketball courts.

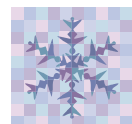
What do the children do at intervals?

On dry or drizzly, damp days the pupils are expected to spend breaks outside. This gives them the opportunity to get some fresh air and use some of their energy running around. The Primary 7 "monitors" also regularly organise playground games. The playground is supervised at breaks and lunch time by Support Staff.

On very wet days the pupils are allowed to stay in the classrooms. All classes are supervised by Support Staff. At lunch times pupils who have stayed for a school meal or packed lunch are supervised in the hall by the Classroom Assistants. Pupils going home for lunch on wet days are asked to remain at home for the whole lunch break, returning just in time for the afternoon bell.

What happens if school closes early because of bad weather?

If the school closure is planned you will be informed of this in one of the regular newsletters.



However, if there has to be an emergency closure due to bad weather or a power failure, the school operates an emergency system whereby parents of pupils entitled to school transport are informed of the closure and given an approximate time their children will be set down. Parents of pupils who live within walking distance may be contacted and asked to collect their children or arrange for their emergency contact to collect them. Using this procedure the school can be sure that pupils will be safe, especially in the severe winter weather.

It is essential for us to have an emergency contact number that we can telephone if school is closing and we cannot reach you. We must know where to send your children if you are not available.

The Moray Council Policy states that Head Teachers have total discretion as to the closure of schools when they anticipate storm conditions that would put pupils at risk.

If there is any doubt that the school will be closed because of severe weather conditions parents are advised to listen to "Moray Firth Radio", as the radio station will be informed of school closures at the earliest opportunity, in order for them to broadcast the information as early in the day as possible. There is also information available on The Moray Council website <http://schoolclosures.moray.gov.uk/>

Parents can also telephone 0870 054 9999 and then enter the code 031360 for Mortlach to hear updated messages about school closures due to adverse weather conditions.

Calls to this number will be charged a 2p per minute service charge plus your call provider's access charge.


If the school is closed due to bad weather, please check Teams for activities to do with your child at home. Teachers can access Teams from home if needed and can put suggestions and ideas on to help.

What happens if my child has to visit the doctor or dentist during school time?

A brief note should be sent with the child, or a telephone call or email to the school office, to forewarn the teacher of the temporary absence. This note will be retained in the class register for information. Parents arriving to collect their child should report to the School Office initially. The class teacher will be telephoned to alert them to your arrival and you may be asked to wait a moment for your child to walk to the Office, or, in the case of younger children, you may be asked to go and collect your child from their classroom.

No child will be released to meet a parent in the street or Health Centre.

Can my child be given medication at school?

Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of pupils. Teachers, classroom assistants and auxiliaries will not issue medicines to pupils  unless they have specific instructions and written consent from parents. In the case of long term or regular medication being taken, clear written instructions are needed in case the regular member of staff is absent and there is a temporary member of staff involved. The appropriate forms are available from the School Office.

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 do not fall into this category, and will therefore not be administered on pupil request.

Please note that no member of staff is legally obliged to administer medication to children but staff are usually willing to do so if clear instructions are provided and written permission is given by parents. A copy of "Supporting Pupils with Medical Needs" including "The Administration of Medicines" guidance document is available in school for reference.

What about my children's property?

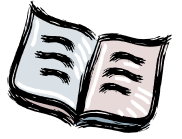
The school cannot accept any responsibility for articles or money left in the school. We do not advise pupils to bring anything of value to school. There is the inevitable risk of breakage or mislaying items.

All your child's clothing should be labelled with their name, including gym shoes and wellington boots!

Primary school children do not need to bring mobile phones to school. However, if they choose to bring their phone because they may need it immediately after school, they must hand it in to the school office or their class teacher at the start of the day and remember to collect at the end of the day.

Will my child get homework?

Homework is given out at the discretion of the class teacher and should not normally take more than 30 minutes to complete. Spelling, reading and maths are the most common forms of homework, but pupils may be asked to do some other activities relating to other areas of the curriculum or research at home. More information is available on the school blog.



(<http://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/>). Homework diaries should help explain the homework tasks for each pupil. Parents are also asked to sign the homework diary on a weekly basis.

If pupils have not finished their daily work or the work has not been completed to a satisfactory standard, then it may be sent home for completion. We ask for parents help in ensuring that homework is completed and we do appreciate your signing or initialling the completed work. If, for any reason, your child cannot complete the homework then please return it to school and let the teacher know if there is a problem. A Homework Club operates at a lunchtime weekly, where pupils can access a class teacher to help with any homework they are requiring support with.

We ask that parents continue to support their child's learning at home. Allowing time for reading, discussing their learning and completing tasks is so important in helping a child make progress in all areas of the curriculum.

Can you explain the House system?

The school is divided into three houses and every pupil is allocated a house. The three houses are Balvenie, Buchromb and Kininvie. At the school sports each year trophies are awarded to the house with the greatest number of points. These are then engraved and displayed in the trophy cabinet in the school hall. Pupils can also earn house points (Frog Points), during the year with a view to the pupils in the winning house receiving a termly reward. House Captains/Vice Captains are responsible for collating the house points each week and presenting the appropriate certificates to their house members at Assembly.

Does the school have many computers?

The school has a number of pieces of ICT equipment which are maintained by the ICT Department of The Moray Council. Parental permission is required before pupils can access the internet and pupils are always supervised when undertaking this activity. Increasing importance is being placed on pupils acquiring computer skills.



Child Protection

"Child protection means protecting a child from child abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect."

(National Guidance for Child Protection in Scotland 2014)

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

- Domestic Abuse
- Parental Drug Use

- Parental Alcohol Use
- Parental Mental Health
- Sexual Abuse
- Physical Abuse
- Emotional Abuse
- Non-engaging family
- Child Placing Self at Risk
- Neglect
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Trafficking
- Female genital mutilation
- Honour-based violence and forced marriage
- Fabricated or induced illness
- Other concern

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.

If you are unsure, ask for the Child Protection Coordinator in the School. They have received the latest training in Child Protection so that they are confident, well informed and supported to promote the protection of children. You can discuss your concern(s) with them. Social Work and/ or Police can also be consulted out with School hours if required.

If you have a concern for a child, call duty Social Work on 01343 563900 (08457 565 656) out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you.

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

Child Protections Coordinators for the school are Mrs Veronica Cunningham/Mrs Tracy Gordon, Head Teachers.

What do you do about racial abuse?

The Education, Communities and Organisational Development Department is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. We strive to prepare all pupils for living in a multi-cultural and multi-ethnic society and will strive to promote race equality in all dimensions of its work amongst service users, staff and partners in the community.

The Moray Council has a Scheme for Race Equality and as part of that scheme Education, Communities and Organisational Development has a distinct Race Equality Policy. A copy of the policy is available to view on the Internet: www.moray.gov.uk/downloads/file41628.doc
For more information please see Appendix 1.

What about children with disabilities?

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where

feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate physical access; provision of an interpreter for the hearing impaired and parents/carers of EAL pupils; agreeing a phone contact system to provide direct feedback to parents/carers.

A "disability" is defined as a condition which prevents or makes it unreasonably difficult for a young child or young person to access:

- ❖ The school curriculum - e.g. are large print books available for children with visual impairment?
- ❖ The school environment - e.g. can a child who uses a wheelchair move readily, as required, from one area of the school to another?

Disability is also defined as a condition which may require the school to introduce appropriate alternative communications systems - e.g. Supplying portable electric vibrating systems to allow hearing impaired children to be aware of school bells and /or fire alarms.

For more information please see Appendix 1.

What should I do if I have a problem or query?

Mortlach has an open door policy, which means that parents are welcome to pop into school at any time. Appointments should be made through the school office. You are asked not to call directly upon the class teacher who is likely to be busy teaching or preparing and not in a position to talk to you freely.



If issues remain unresolved, then an appointment can be made with either of the Head Teachers, who will do their utmost to help. If the Head Teachers are unavailable perhaps due to their teaching commitments that day, then please make an appointment with the Administrator Mrs Coupland to see them.

Our Educational Aims **Mortlach Primary School**

Mortlach Primary School Aims

At Mortlach Primary we endeavour to deliver the highest quality of learning and teaching in a safe, secure and nurturing environment.

For our pupils we aim to:

1. Offer a well-balanced and meaningful curriculum which meets the needs of a modern world encouraging skills for life, learning and work in order to be effective contributors.
2. Teach respect for self, one another and responsibilities of citizenship in a democratic society to be responsible citizens, recently achieving our Bronze Level Rights Respecting Award and currently working towards Silver Level.
3. Encourage the development of positive attitudes to themselves and others, recognising the values of tolerance, understanding and awareness of the need of others, to be confident

individuals.

4. Equip them with a range of skills which will foster and encourage creativity and ambition in lifelong learning to be successful learners.

For our parents we aim to:

1. Establish and maintain quality communication of an informal and a formal nature between home and school
2. Ensure that there is a welcoming, open door policy.
3. Provide opportunities for real involvement in the life and work of the school through Parent Council and Focus Groups through sharing the learning of opportunities offered throughout the year.

"If the children can all work hard to achieve the above, it should definitely make the community a better place."

Local organisation

"It is great that the school have an inclusive attitude to unite teacher, pupils, parents and the community."

Parent

"This is exactly the vision, values and aims that I would hope for in the school that my children attend."

Parent



The Curriculum



Curriculum for Excellence - "Bringing learning to life and life to learning".

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. GLOW, Scotland's unique, world-leading, online network will support learners and teachers in this.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenges on which they can thrive.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad** general education, whatever their level and ability. Every teacher and practitioner is responsible for **literacy, numeracy and health and wellbeing** - the language, numbers skills and knowledge of wellbeing that unlock other subjects and are vital to everyday life.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions. For example, the residential trip that is organised every two years to Dalguise gives P6 and P7 pupils the opportunity to develop exactly those skills as well as encouraging independence.

Mortlach pupils

We aim for them to be:

Successful Learners

- Structured and balanced 'Curriculum for Excellence' is planned.
- Varied teaching methods and activities. e.g. 'active learning'.
- Encourage pupil responsibility for self/peer assessment and target setting.
- Monitor progress, record achievement and attainment to ensure each child reaches their potential.

Confident Individuals

- Identify the emotional, physical and social needs of pupils and help them develop positive attitudes and personal and social skills.
- Celebrate success in the classroom, the school and in home life.
- Provide appropriate support for children with additional support needs.
- Encourage a healthy and active lifestyle.
- Create within the school a warm, caring and supportive atmosphere in which children, staff and parents feel secure and valued.

Responsible Citizens

- Encourage children to enrich the school and its community by acting responsibly and by valuing the unique context of Mortlach and their community.
- Ensure that individual differences of race, culture and belief will be respected and celebrated as an enriching factor in the school community. Equal opportunities will exist for all.
- Enable children to take part in decision making in the school through pupil leadership groups, school captains, vice-captains and sports captains, the pupil council and Rights Respecting Schools Steering Group, ensuring children are aware of their rights and the UN convention of Children's Rights .

Effective Contributors

- Promote attitudes of enterprise and self-reliance.
- Encourage pupils to work on their own, and in teams, to apply their thinking skills, to create and develop ideas and to solve problems

Assessing Progress

There are new Scottish **standardised assessments** in Primary school, qualifications for literacy and numeracy and National 1 - 5, Higher and Advanced Higher qualifications in Secondary school.

There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that's needed. There is an emphasis by all staff on looking after

our children's **health and wellbeing** - to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

More information about the Curriculum for Excellence can be found at:

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

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

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

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

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

Curriculum Levels

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

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

As a very general guide, children are expected to be at second level, and beginning to learn and develop at third level, as they make the transition from primary into secondary education.

Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependent on individual circumstances and needs.

Experiences and Outcomes (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver interdisciplinary learning opportunities using interesting contexts e.g. WWII, Minibeasts, etc. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills.

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

Key areas of Education

Literacy across learning

Numeracy across learning and

Health and Wellbeing across learning

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

Outcome - describes **what the learning will achieve**

e.g. Knowledge, understanding, skills, awareness and attitude

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons

beyond it. Learning and teaching will still focus on subjects and knowledge in addition to developing skills and understanding. The following website page has more information on other subjects and knowledge covered by the curriculum

<https://education.gov.scot/parentzone/>

The 7 Principles

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.

The 8 Curriculum Areas - containing a range of subjects

- **Expressive Arts** - Art, Drama, Music and Dance
- **Health & Wellbeing** - Personal, social and emotional health. Also P.E.
- **Literacy and English** - Communicating with others. Reading, Writing and Modern Languages
- **Numeracy and Mathematics** - Number work, Problem Solving
- **Religious and Moral Education** - Religions, values and beliefs
- **Sciences** - Understanding our planet
- **Social Studies** - Scotland and the World; past, present and future
- **Technologies** - Food, Design and Computing

The areas covered by a curriculum for excellence are: Languages, Mathematics, Sciences, Social Studies, Expressive Arts, Religious and Moral Education, Technologies, Health and Wellbeing.

Let's look at each one in a little more detail:

Language

Language is at the heart of a child's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children both to communicate effectively with others for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. Because language is central to children's intellectual, emotional and social development it has an essential role across the curriculum.



The four areas of Language work in school, listening, talking, reading and writing cannot be taught in isolation. They are all linked together in the various activities that the teachers plan for their pupils. For example, older pupils may have a visiting speaker to listen to, then discuss what they have heard, listening to each other's point of view, before writing a report. This can then be read to the rest of the class. Thus one activity involves all four areas of language.

Computers and laptops are used for word processing and the more professional finish of a piece of work can be very satisfying for the pupils. However, this does not mean that handwriting is neglected. It is important that children learn to write neatly and tidily and handwriting is taught at all ages.

Much importance is placed on learning to read. We now use the Jolly Phonics Readers, Oxford Reading Tree programme and Accelerated Reading Scheme throughout the school, supplemented with a wide variety of other books at most of the different levels. Children are encouraged to borrow library books to take home and enjoy with their parents.

Listening and talking have been recognised as vital communication skills. We try to teach the pupils to listen – to stories, to instructions and most importantly, to other people's views.

Pupils from P3/4 upwards are learning German and all pupils learn French from the early years through the 1+2 initiative from the Scottish Government. Pupils also have access to a Mandarin teacher fortnightly for classes P4/5 upwards. This means that pupils can make an informed choice when they move on to Speyside High School and are asked to make a choice of foreign language in their first year.

Mathematics

Maths plays an important part in our lives. It is used in everyday activities such as buying food and clothes, keeping time and playing games. Pupils come to school having already experienced maths informally, for example handling objects, doing things in order and enjoying pattern. Some children may have a grasp of number, shape and direction. They may even be able to count, although it is often just a list of words they can recite with little understanding of what the words actually mean.

$$\begin{array}{r} 10784.36 \\ 528 \overline{) 5685} \\ \underline{528} \\ 405 \\ \underline{416} \\ 89 \\ \underline{85} \\ 40 \\ \underline{41} \\ 9 \\ \underline{9} \\ 0 \end{array}$$

Once at school the pupils learn about number, money and measurement, shape, position and movement, information handling and problem solving. Practical applications of maths are very important and learning tables is seen as an integral part of this. The ability to mentally calculate quickly and accurately is necessary for everyday life and pupils are encouraged to learn their "tables" carefully and accurately. Mental Maths is given a high priority in our school and pupils practise their mental maths at home through the Maths Passport Homework Strategy.

Calculators and computers also have their place in maths lessons but they are not a substitute for basic skills in addition, subtraction, multiplication and division. Used creatively, calculators and computers can enhance mathematical learning.

Health and Wellbeing

Good health is important to us all, young and old. We believe that for our pupils to reach their potential they must be healthy, attentive and emotionally secure. In line with the Scottish Government's commitment to improving the health and well-being of Scotland's population we are a Health Promoting School. Our aim is for the whole school community to work together to provide our pupils with integrated and positive experiences and structures which promote and protect their health.

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

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle

- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained

This also includes:

- Both the formal and informal curriculum
- The provision of appropriate health services
- The involvement of the family and the wider community in efforts to promote health

Mortlach Primary School achieved "commended" status as part of the Health Promoting Schools initiative. Although the accreditation is no longer in place we are doing our utmost to maintain our "commended" status.

Sciences/Social Studies

Pupils will experience science and social subjects. In the Primary School some of these areas are taught as discrete subjects, such as science, while others are taught through interdisciplinary work. For example, an interdisciplinary project about "Ourselves" will not only include language and maths but might involve looking at the town where we live, finding out about life in Victorian times, finding out about the way in which household machines such as toasters and washing machines have changed our lives and collecting information about pupils heights, birthdays or pets in order to create a database of information. These projects include aspects of work from a number of areas of the curriculum.

Expressive Arts

This covers the four creative areas of art & design, drama, music and dance. These areas play an important role in the education of all pupils. They encourage the exploration of values, foster imagination and creativity, develop practical skills and promote intellectual development.

Art and Design encourages pupils to develop their capacity to invent, create and interpret images and objects, design and make and then evaluate their work and gain insight into technological processes.



Drama builds on the natural process of using imaginative play to explore order and make sense of the world around us.



Music can enrich the lives of pupils through providing opportunities for music making involving a variety of instruments as well as voices, listening and responding to music of varying kinds and learning musical skills.

Dance - Physical activity is essential to the growth and development of children. Dance offers opportunities for the development of physical and social skills, fitness and a healthy lifestyle.

Mortlach pupils have an excellent reputation for their super country dancing skills. Christmas parties include traditional dances such as the Gay Gordon's and the Dashing White Sergeant.

These are social skills that they retain to use again when they attend parties at secondary school and family weddings.



Religious and Moral Education

Religious education is concerned with the development of the understanding of religion as a significant area of human experience. It is also an aspect of personal growth enabling the individual to explore questions concerning the meaning of life.

Christianity has shaped the history and traditions of Scotland and continues to exert an influence on national life. Other major religions such as Buddhism, Hinduism, Judaism, Sikhism and Islam are also represented.

It is important that whilst recognising the role of Christianity as the major religion of this country, pupils should also be encouraged to develop understanding and respect for people of other faiths and people who adopt a non-religious stance.

Religious education is often explored through project work, as is moral education. The pupils are encouraged to develop an appreciation of common values such as honesty, liberty, justice, fairness and respect for others.

A whole school Assembly is held twice a week, taken by the Head Teachers, School Chaplains and the pupils themselves. Parents are invited to come along to a parent/class assembly once a year. Classes also present 'Sharing the Learning' assemblies once a year to the whole school audience. A Christmas Performance with a Christmas theme is usually performed in the school hall in December.

Parents have a right to withdraw their children from Religious Education if they so wish, after consultation with the school.

Technologies

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

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

Small groups may use the computer suite supervised by either the class teacher or a classroom assistant. There is also now a full class set of laptops funded by the Parent Council for classroom use.

Personal & Social Development

This area of the curriculum is a fundamental aspect in the education of the whole child. It is concerned with the development of life skills. All aspects of a child's experience at home and in school contribute to personal and social development. We hope the children will develop a positive regard for themselves and others and develop the life skills to enable them to participate positively in society.

The school as a community has an influence on the personal and social development of each pupil. By creating a warm, caring, supportive atmosphere in school we try to help everyone involved know that they are valued.

We make a point of celebrating success each week at school assemblies with Head Teacher certificates and we have a Celebrating Success Achievement Wall in school which details individual and group achievements. It is **not** only the academic achievements of children that are recognised. We celebrate a range of achievements reached by children in and out of the school community e.g. Progress in personal development, participation in events, extra-curricular and personal interest activities.

Pupils are encouraged to tell us about successes and achievements gained out with school so that they can be celebrated e.g. Tae Kwon Do, Judo, Gymnastics, Football and Musical achievements.

Certificates are also presented to those pupils who have been successful learners, confident individuals, effective contributors and responsible citizens (the 4 capacities). Certificates are displayed of individual pupils who have been recognised as "Pupil of the Week" and those pupils receive a small certificate to take home as a reward for their achievement.

Cycling Proficiency Awards and annual trophies are presented at the Summer Service.

Varied Learning Methods

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

Examples of how children will learn differently are:

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

Pupil Equity Funding (PEF) Scottish Government Attainment Challenge

Schools in Scotland will continue to receive additional money to raise attainment in Literacy, Numeracy and Health and Wellbeing this year. This is directly correlated to the number of Free School Meals pupils Mortlach has from one year to the next.

Personalisation, Choice and Achievement

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

Skills

The CfE emphasises the development of **skills** for learning, life and work. These are wide ranging and include: Higher order thinking skills - thinking about complex issues, problem solving, analysing, evaluating and creating.

Important themes are Enterprise, Global Citizenship and Sustainable Development. Pupils can also become involved in the school's 'Pupil Council' or become elected as House Captains/Vice Captains and Sports Captains or members of the Rights Respecting Steering Group.

Assessment

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action.

To this end we continually assess the child's stage of development in reading, spelling, writing and maths in every class. Regular tracking of all childrens' progress takes place.

Scottish National Standardised Assessments (SNSA) testing will take place during the school year for P1, P4 + P7 pupils. This replaces PIPS and INCAS testing in school.

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

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

Reporting

Reporting informs parents/carers of their child's progress. This can be in the form of written reports and parent appointments. The written report in March will advise how much progress has been made. Learning and achievements are also reported more informally at termly 'Tea and a Blether' Informal Reporting to Parents sessions, parent assemblies and wall displays.

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

Do you still teach the whole class together?

Yes, sometimes, depending on the lesson, although each pupil is working at his or her own level. We recognise that all pupils are different, they begin to walk and talk at different ages, they are interested in different things and they have different experiences at home.

Pupils may be placed into groups for some areas of the curriculum. Each group works at their own pace and pupils work at their own pace within that group. As pupils develop they are expected to become more independent, working on their own more often, researching and learning to work as a member of a group. Formative assessment is an important aspect of the classroom. For example, pupils will have "talking partners" or "elbow partners" - someone with whom they can discuss solutions or ideas about different aspects within the curriculum.

When I ask my daughter what she has been doing at school, she always says "playing". Is this right?

Yes, it probably is! Play is a very important part of primary education, especially in the Early Stages, but it also has a place in Primary Four to Seven. Educational play is not the opposite of work, it is work! The play of young children is a natural way for them to learn. The pupils may think they are playing but the teacher is ensuring that a great deal of valuable learning is taking place by providing appropriate materials and guiding the activity in a structured way.

Play is important because it can:

- ☺ Help develop language
- ☺ Provide opportunities to practise basic skills
- ☺ Help pupils become self confident

- ☺ Develop concentration
- ☺ Stimulate interest
- ☺ Help pupils to learn to work with others.

I sometimes see children working out in the playground or in the street, what are they doing?

These are not simply visits for fun, although that is part of learning! We are extending the classroom into our local environment as outdoor learning. There is a great deal the pupils can learn outside the classroom. These visits are planned in detail to motivate the pupils and provide the basis for work in many areas of the curriculum. Some pupils go regularly to the local woods. Some pupils have been involved in planting out the tubs and tyres with a variety of plants and bulbs to enhance the school grounds. Permission slips are sent home at the beginning of the year so that we don't have to ask you over and over again for permission to take pupils out of school, especially when some visits can be dependent upon the weather.

Previous projects have included pupils creating art works, writing stories and poetry being sand blasted onto stones with the help of professional artists and a writer. Pupils' art works and wonderful stones can be seen around Dufftown in Meg's Widd, the Toon's Widd and along the Giant's Chair footpath.

What can I do to help? How can I get involved?

Research shows that children are more likely to do well at school if their parents support them. **Parental interest really does make the difference.** Parents can help by encouraging their child to discuss experiences of every kind - television programmes, visits to the supermarket, trip to see relatives, the birds in the garden and so on. Children should be encouraged to wonder why things are as they are and to think about solutions to problems.

All experiences bring learning possibilities. You can point out plants, birds, insects, shapes, colours and many other things. Parents can draw their children's attention to what is around them, to look in detail and discuss what they see.

You can lay excellent foundations for reading by reading to your children from an early age, perhaps discussing pictures and pointing out some of the words.

Children often love to make up stories and draw pictures and you can help by not only providing the paper and pencils but by talking with them about their efforts and praising and encouraging them. It can be comforting to children to have a parent sitting next to them, listening while they read aloud. A journey by car or bus can be made more interesting by playing games, spotting things beginning with different letters of the alphabet or using car registration numbers for maths or word games. You can play and work with your child on a one-to-one basis.

Regular 'Tea and a Blether' sessions as mentioned before are timetabled throughout the year and allow for parents to have an informal chat with their child's teacher.

Parents are also invited along to attend class Assemblies where pupils present their learning in an interesting way to the rest of the school. If you are able to come along to the Assembly it gives you another opportunity to talk with your children about their learning.

Everything we, the parents and teachers can do to help our children will enable them to take their places as responsible, educated members of our society.

Where can I find more information?

A series of leaflets has been produced by Education, Communities and Organisational Development for parents and carers. These leaflets are available from the school or the Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_42708.html



Positive Relationships

Everyone has to abide by certain basic rules and standards of behaviour if the work of the school is to function successfully. This applies to pupils, teachers and parents. School rules are kept to the minimum and are explained to the pupils so that they can be seen to relate to the well-being of the school community.

Each class creates a Class Charter which is a set of classroom rules and display these throughout the year. Charters are revisited throughout the year to ensure that they are still relevant. Each class also has a chart displaying important articles from the United Nations Convention on Human Rights, displaying the right that the school are directing their focus on that month.

Stickers are awarded by all members of staff for positive behaviour in and out of the classroom.

All the pupils are allocated a House. House points are collated at the end of each week. Achievement out of school is embedded into our ethos. All children are encouraged to share success at weekly assemblies

Positive Behaviour Strategy

In Mortlach we strive to provide a safe, caring and purposeful environment in our school. The school enjoys a positive and welcoming ethos and we seek to enhance this in partnership with the home and the wider community.

It is important to have clear guidelines which demonstrate values, expected behaviour and procedures for those times when children need extra support and guidance in order to exercise appropriate behaviour in school.

Fairness and consistency have been shown to promote positive behaviour.

In Mortlach we aim to ensure that all children, their parents/carers and staff will have a clear understanding of the expected appropriate behaviour which allows pupils to benefit from full and proactive participation in school life. All children will be encouraged to form positive relationships with their peers,

teachers and support staff, helping them to develop the necessary skills to become responsible citizens in the wider community.

(National Priorities: 'Values and Citizenship', 'Framework for Learning', 'Inclusion and Equality' and 'Learning for Life') '**Ambitious, Excellent Schools**' - November 2004

'It's Good to Be Green' Behaviour Management Scheme

The new behaviour management scheme was rolled out to all pupils on Monday 30th September 2019 after consultation with parents, staff and pupils.

- Pupils now move between Green cards, Stop 'n' Think cards and Orange Warning Cards.
- Once pupils reach a red consequence card they will lose 5 minutes of Golden Time.
- Pupils on Green all week e.g. no Stop 'n' Think cards or Orange Warning cards, will receive house points for their house and also personal frog points for their Frog Cards.
- Each day is a 'New Beginning' and everybody starts with a clean slate.

The vast majority of our pupils are well behaved and would rarely, if ever, go beyond the Stop 'n' Think card.

We value parental support with this behaviour code, so that classrooms are safe, purposeful and happy places for all our pupils.

- Pupils on Green all week will be entered into the raffle drawn at Assembly on a Monday.
- Pupils Green all term will receive a certificate and reward from Head Teachers.
- Pupils will collect Frog Points which will then equate to Frog coins towards their personal certificates and house points as below:-

1 frog card completed - 5 house points
3 frog cards completed - Bronze Award - 10 house points
6 frog cards completed - Silver Award - 15 house points
10 frog cards completed - Gold Award - 20 house points

We encourage pupils to follow the "Frog Rules".

Be Safe
Be Kind
Be Polite
Be Helpful
Be Respectful
Be Hardworking

Rewards

- ☺ Positive praise - A smile and a "Well Done!"
- ☺ Frog Points
- ☺ A 'It's Good to be Green' Certificate
- ☺ Bronze, Gold and Silver awards
- ☺ A class raffle ticket weekly draw

Consequences

- ☹ Verbal warning

- ⊖ Five minutes lost from Golden Time
- ⊖ Ten minutes reflection time with Head Teacher.
- ⊖ Parents will be contacted to meet with the Head Teacher should their child display persistent inappropriate behaviour.

Mortlach Primary School – Anti-Bullying Policy

Definition of Bullying Behaviour

Moray Council respects, supports and recognises the National Approach to Anti-bullying as set out in Respect for All (Scottish Government, 2017) and the definition:

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 the behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respectme, 2017).

Bullying online is just as serious as bullying face-to-face and will be treated equally.

Bullying is not tolerated at Mortlach School. The Personal and Social Education curriculum at all stages stresses the need for us to accept the fact that we are all different and should not be victimised because of those differences.

If you think your child is being bullied please contact the school as soon as possible and we will do everything we can to ensure that it does not continue.

Teachers and parents can only take action to deal with bullying if they are told about it. Children are encouraged to tell their parents or members of staff about incidents. Isolated incidents should be reported but according to the situation, may be treated as cases of indiscipline when children have simply "fallen out" with each other. Often these situations are reasonably easily resolved through discussion with both/all pupils involved. However, detailed notes are taken of these incidents in case a pattern is established that points to bullying behaviour.

When bullying is reported teachers will:

1. Establish what happened, where, when and how often this has occurred, by listening to both sides of the story.
2. Reassure the victim. Discuss the bully's actions and the possible reasoning behind them.
3. Encourage the bully to see the victim's point of view.
4. Appropriate sanctions put in place.
5. If the unacceptable behaviour continues, then parents will be invited to discuss the matter with the Headteacher and other professionals if necessary.

There are positive actions that are taken in order to prevent bullying:

- ☺ Teachers are watchful, observing social relationships between pupils in the class;
- ☺ Awareness of bullying is raised through the use of resources such as Circle Time;
- ☺ Teachers and parents encourage pupils to be civil and polite to each other even if they can't be friends;
- ☺ Teachers and parents encourage children to accept that people may be different and have different opinions from themselves;
- ☺ Teachers and parents work together to help children realise that bullying is unacceptable.

Named Person

As part of the national Getting It Right For Every Child (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person to help them get the support they need. In primary schools the Head Teacher (**or Depute Head Teacher in bigger schools) is usually the Named Person and will remain throughout their time at primary school. On transition to Secondary School, Principal Guidance Teachers usually become the Named Person. The Named Person will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

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

The Named 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 work, police etc) if required.

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

Named persons- Mortlach Primary School - Mrs Veronica Cunningham/Mrs Tracy Gordon (Head Teachers).

APPENDIX A

Moray Council Education, Communities & Organisational Development

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

Moray Council A-Z		
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	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or education@moray.gov.uk
	Website:	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:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
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