

Dallas Primary School Handbook 2021/2022



Dear Parents and Carers,

Welcome to Dallas Primary School, a small rural school with big aspirations! At Dallas, we strive to ensure all our children are nurtured and given every opportunity to develop confidence, contribute responsibly within our community, experience success and become lifelong learners. We are committed to providing a stimulating, positive environment where children enjoy learning, feel safe and are valued as individuals. Our curriculum is designed to meet the needs of our learners and is enhanced by the wealth of resources in our local area.

The roll at Dallas Primary School is around 30 pupils from Primary 1 to Primary 7. The building, although compact, has four multi-purpose learning areas which allow for maximum flexibility in our approaches to learning and teaching. There is also an office and administration area.

The school sits on a slight hill on the western edge of the village of Dallas. It is near the site of the first settlements in the area which were situated near the River Lossie and St Michael's Church. Near the school is a fabulous playing field and wooded area which the children love to explore. Many of the pupils are third and even fourth generations of their families to attend the school. There's been a school in Dallas for over 140 years! The original school building dates back to the 1870s. In 1994 the building underwent a major modernisation programme. Since then the school has been continually maintained and updated to provide the best possible accommodation.

If you would like to find out more about the history of the school please visit our Dallas History website, which was created and is continuously updated by our P7 pupils <https://blogs.glowscotland.org.uk/my/historyofdallasmoray/>.

I hope this booklet will give you a clear picture of what happens at Dallas Primary School and its links with our community, local authority and the Scottish Government. It should answer some of the questions that will arise during your child's time with us, but please do not hesitate to contact us if there is anything else you would like to know.

Kind regards

Mairi Grant
Head Teacher

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Contact Details

Head Teacher	Mrs Mairi Grant
Telephone	01343 890206
Mobile	07788 292719
Email	admin.dallasp@moray-edunet.gov.uk
Address	Dallas Primary School Dallas Forres IV36 2SA
Website	www.dallas.moray.sch.uk
This information line	08700 549999 (Dallas pin 031200)
(calls to this number will be charged at 2p per minute service charge plus your call provider's access charge)	

School Hours

- **8.50 am** Our doors open so that pupils can enter the school to 'get ready to learn'. They sort out their lunchtime arrangements, organise their pencil cases and books and switch on the computers.
Parents should be aware that there is no playground supervision before this time so staff may not be available to help pupils if they arrive early and there is a problem.
- **9am** Learning begins.
- **11am** 20 minute break.
- **12.20pm** Lunch hour.
- **3.20pm** School ends for the whole school.

The Staff Team

Head Teacher	Mrs Mairi Grant
P1-3	Miss Kirsteen Cowie (Mrs Amy Wilson maternity leave)
P4-5	Miss Ailie Lamberton and Mrs Arlene Williams
P6-7	Miss Ailie Fraser
ASN	Mrs Amanda Forgie and Mrs Elanor Shanks
Visiting Specialist (Ukulele)	Mrs Alison Gillies
Classroom Assistants	Mrs Bev MacDonald
Pupil Support Assistant	Mrs Fiona Swanson
School Administrator	Mrs Jenny Petrie
Catering Supervisor	Mrs Heather Duguid
Cleaning Supervisor	Mrs Patsy Gerrie
Janitor	Mr Raymond Asher

The staff at Dallas Primary School operate very much as a team. We want to do the best we can for every child in our care. We plan together and co-ordinate our work to ensure that effective teaching and learning remains a priority within the school.

What is OUR AIM? What are we trying to do?

Everything we do at Dallas Primary is based on the Entitlements of all children and young people identified by the Scottish Government. In short we are aiming to **develop the capacity of our pupils**. Throughout our work we strive to develop their attitudes, knowledge and skills so that they will flourish in their LEARNING, their LIFE and eventually their WORK in their fast changing world.

What will children who have developed their capacity be like? What is our Vision for the children?

Our vision for the children at Dallas Primary School is that they will become successful in their learning, confident in themselves, effective in their contribution to the school, the community and society and able to make responsible decisions now and in the future.

How do we deliver this? Our Curriculum and the way we teach

We are building a curriculum, specific to the context of Dallas, that provides plenty experiences and opportunities across the eight curricular areas for our children to develop their knowledge, skills and attitudes. We also encourage our children to apply their learning in meaningful contexts and develop their interests as well as contribute to the life and work of the school.

Health and Wellbeing	English and Literacy	Mathematics and Numeracy	Sciences	Technologies	Expressive Arts	Social Subjects	Religious and Moral Education
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From our curriculum we plan a range of learning activities to meet the needs of the children. We strive to create learners who review their learning, plan next steps and set goals by making sure they are clear about what they are learning and what they need to do to be successful. Learning dialogue with our children is ongoing and meaningful.

How can you tell that we are achieving our aim? Our Values What is Dallas Primary School Like?

The development of our aim and vision will be evident in the developing attributes (attitudes and characteristics) of the children. Upon visiting the school and working with the children you will notice that they are **Loyal, Enthusiastic, Aspiring, Resourceful** and **Neighbourly** which is what they **LEARN** at Dallas Primary School. Photographs on the next page should give you a flavour of how we develop our aim and vision.

What does learning look like at Dallas?

Pupils learn in multi composite classes where they are taught at a level appropriate to their individual needs. We teach children within flexi-groups which allow children to be supported at each stage in their learning journey and to extend and 'lift the lid' off their learning.

Our close collaborative working environment provides opportunities for learners to benefit from peer support, through working with children of different ages, and helps to build a strong, caring school community. Occasionally, we learn together as a whole school, which further enhances learning experiences and develops our nurturing environment.

We aim to provide a wealth of experiences to help children to experience and celebrate success both in and out of school.



More about the Curriculum

Within each curricular area we are aiming to help the learner...

English and Literacy



- Develop the ability to communicate thoughts and feelings and respond to those of other people
- Develop the high level of skills in listening, talking, reading & writing which are essential for learning, work & life
- Develop the effective use of different media for learning and communication
- Develop the secure understanding of how language works, and the use of language to communicate ideas and information in English and other languages



- Exercise intellectual curiosity by questioning and develop understanding, and use creative and critical thinking to synthesise ideas and arguments

Mathematics and Numeracy



- Develop essential numeracy skills, including arithmetical skills, which allow participation fully in society
- Develop a secure understanding of the concepts, principles and processes of mathematics and how to apply these in different contexts, including the world of work
- Help the learner develop an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future



- Establish firm foundations for further specialist learning, including for those who will be mathematicians of the future

Health and Wellbeing



- Experience positive aspects of healthy living and activity
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for physical, emotional and social wellbeing now and in future lives
- Make informed decisions in order to improve physical, emotional and social wellbeing
- Apply physical, emotional and social skills to pursue a healthy lifestyle

- Make a successful move to the next stage of education or work
- Open up opportunities, for some, to perform at high levels in sport or pursue careers in health or leisure industries



Social Studies

- Broaden understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning our society and other societies



specialised study and careers.

- Develop the capacity for critical thinking, through accessing, analysing and using information
- Form beliefs and views of the world and develop understanding of different values, beliefs and cultures
- Establish firm foundations for lifelong learning and, for some, for further



Expressive Arts

- Express themselves in different ways and be creative
- Experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation



- Develop important skills specific to expressive arts and also transferable skills
- Develop an appreciation of aesthetic and cultural values, identities and ideas
- Prepare, for some, for advanced learning and future careers by building foundations for excellence in the expressive arts.



Sciences

- Investigate the environment by observing, exploring, investigating and recording
- Demonstrate a secure understanding of the big ideas and concepts of science
- Make sense of evidence collected and presented in a scientific manner



- Recognise the impact science makes on lives, on the lives of others, on the environment and on culture
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science



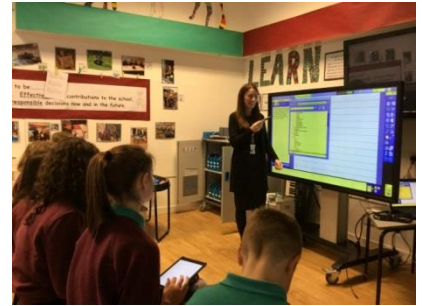
- Establish, for some, the foundation for more advanced learning and future careers in the sciences and technology

Technologies



- Develop an understanding of technologies and their impact on society – in the past, present and future
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- Gain confidence and skills to embrace and use technologies now and in the future

- Evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- Experience work-related learning and, for some, establish the foundation for more advanced learning and careers in the technologies
- The computer plays an important part in your child's learning. We try to link many aspects of the curriculum to our computers which are connected to a Moray wide network. This links all educational establishments in Moray as well as providing access to email and the internet. We have also recently purchased iPads for the children. Parental permission is required to ensure appropriate use of these facilities. The permission form is part of the enrolment pack.



Religious and Moral Education



- Develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- Explore moral values such as wisdom, justice, compassion and integrity
- Investigate and understand the responses which religions can offer to questions about the nature and meaning of life

- Develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- Develop beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting beliefs and values into action



In accordance with the Moray Council's Religious Observance policy and the Experience and Outcomes of the curriculum, staff will teach pupils about the customs and beliefs of many different religions but will predominantly reflect on the Christianity context of Moray. Parents / carers have the right to withdraw their pupils from any religious content and can do so by contacting the school or Head Teacher.

More detailed information on Curriculum for Excellence can be found on;

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

http://www.moray.gov.uk/moray_standard/page_76320.html

The following website page has more information on other subjects and knowledge covered by the curriculum:

<https://education.gov.scot/parentzone/learning-in-scotland/curriculum-areas>

Support for Pupils

Pupils are taught individually, as a small group or in larger mixed ability groupings to meet each child's individual needs. Children have a range of opportunities to apply their learning and this is continually assessed and moderated to ensure progress.

Assessment

There are three main types of assessment which are used at Dallas:

- 1. Baseline assessment** – tracks and predicts a pupil's potential and occasionally highlights anomalies which are addressed by the teacher.
 - PIPS (Performance Indicators in Primary Schools) testing of P1 pupils takes place at the start of the school year to provide a baseline indicator of the knowledge each child has when entering school.
 - Pupils from Primary 2, 3, 4, 5, 6 and 7 complete INCAS (Interactive Computerised Assessment System) tests in Reading and Maths. These are used as an internal tool to confirm teacher's assessment of the children's' learning needs, to identify trends and to ensure your child is 'on track'.
 - Scottish National Standardised Assessments in P1, P4 and P7 to support the teacher's judgement in deciding whether a child has reached the expected level by the end of these year groups. This information is collected locally and nationally and in future it will be published.
- 2. Formative assessment** – monitors where the pupils are in their learning and identifies what they still need to learn. Formative assessment is ongoing.
- 3. Summative assessment** - Confirms the progress a pupil has made. A set of assessment criteria is identified that a child and their teacher evaluate to confirm learning.

Additional Support

Children and young people progress at their own pace and naturally this can vary, dependant on individual circumstances and needs. We strive to meet the learning needs of all children and our multi-composite classes allow us to do this freely.

We continually assess pupils to ensure they are making expected progress within the curriculum. A general guide for Curriculum for Excellence Levels:

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

Pupils may require additional support at any time in their school career for a number of reasons. In the first instance the teacher will monitor the situation by observing the child and building a portfolio of evidence. The portfolio is likely to include notes of observations, examples of pupil learning and assessments carried out with the child. The teacher is likely to contact parents at this stage to discuss their observations and a possible way forward. A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. Some children will have a Supporting Learning Plan while others will have an

IEP (Individual Education Plan) devised for them. These will be shared with parents/carers and the programme will be monitored and updated on a regular basis. The Additional Supports Needs teacher may work with a child, or group of children, in the classroom and sometimes in another space, depending on the task. Some children may only need additional help for a short period of time whereas others may have a longer term requirement.

Some pupils will exceed expectations and need to be more challenged in their learning. These needs will normally be met by the Class Teacher, but occasionally the Additional Support Needs Teacher may work with individual pupils or small groups to extend their learning.

Support Services

When a child is experiencing barriers to their learning, we are fortunate to be able to refer pupils who are experiencing challenges to a wide number of other professionals who may be able to help. Generally visits are made to the school and the child is supported either individually or in a group. Parents are kept informed about the support being offered through regular review meetings.

Some of the professionals who support pupils at Dallas Primary are:

- Our additional support needs teacher to support learning
- An educational psychologist who may meet, observe and assess a child to identify the most effective support for them
- A support worker who may work with individuals or small groups to support social and emotional challenges for example a child dealing with bereavement, their parent's separation or challenging friendships are some examples of the support that may be available
- Others who may be contacted from time to time include
 - School nurse
 - Speech and Language Service
 - Early Years Language Service
 - Occupational Therapy
 - English as an Additional Language Service
 - Sensory Education Service
 - Moray Autism Service
 - Moray Social Emotional Behavioural Support service
 - Social Work

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

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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

Enquire provides a range of clear and easy-to-read guides and factsheets including the parents' guide to additional support for learning.

Dallas Primary School Pupil Forum and Council

We encourage every child in Dallas Primary School to voice their opinion and participate in discussions related to what happens in the school. Just like the parent forum, every child is a member of the Dallas Primary School Pupil Forum. The Forum is divided into two constituencies with members from each constituency nominating a pupil to chair discussions during constituency "surgeries". These pupils then report back to the Head Teacher, usually during assembly so that all pupils are actively involved in decision making which affects the life of the school.



Leadership

Pupil Leadership


Learners are encouraged to take an active part in the school and wider community through a range of planned community events throughout the year. These provide context to their learning across the curriculum and though these opportunities learners develop skills for learning, work and life.

Sustainability Groups

Pupil voice is also encouraged and developed through our Sustainability Groups. Every child is a member of one of three groups.

Pupil Councillors lead fortnightly meetings to develop our understanding of global, financial and community sustainability.

Aims:

- Community Group – To build relationships within our community and support our local community. This group is supported by parents and staff, as well as our Forres Rotarians who help the children fulfil their RotaKid aims.
- Financial Group – To understand finance and the value of money. To raise money  for our school or local community and to support the pupils of Dallas to save by running 'Money Bees'. This group is supported by staff and parents as well as the Forres Area Credit Union.
- Global Group – To support all learners to understand the Global Goals for Sustainable Development as well as the United Nations Convention on the Rights of the Child. To promote understanding and awareness of Children's rights and to plan actions to ensure Rights are accessed. This group is supported by staff and parents.



The participation of parents/carers/members of our local community is warmly welcomed.

Parental Engagement and Involvement

The term parental engagement most commonly refers to parental (and family) engagement in their children's learning. The term parental involvement relates to the involvement of parents and carers in the life and work of the school. This can include parent representation on Parent Councils or associations, involvement in establishment self-evaluation and improvement work, and volunteering with fundraising activities or by sharing skills and knowledge to enrich the curriculum.

‘Parents, carers and families are by far the most important influences in a child's life. Their support can play a vital role at all stages of education. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour.’
Education Scotland, 2016

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

Home-school communication

It is vital to your child's progress that they are supported by you throughout their education. We therefore set a very high priority on keeping you informed on the learning they are doing in school. Literacy and mathematics home-learning is set every week. Every child has a home-learning folder (Homelink Folder) which explains weekly home learning tasks. Parents are encouraged to comment and sign tasks.

We have an open door policy and recognise that strong home-school links can avoid the occurrence or development of any issues that may arise.

Weekly updates which include key dates, events and announcements are emailed home each Friday. Our website, Facebook page and Twitter page is updated regularly with photographs and news.

Our website address is: www.dallas.moray.sch.uk.

At the beginning of each term our Weekly Update will include details of the planned learning focuses. We also hold 'Kids Teach the Parents' curriculum information evenings as well as parent workshops to support parent/carer's understanding of how we implement Curriculum for Excellence, when required.

Planning for Progress Cycle

In addition to all of the above, we follow a personalised learning planning for progress cycle. This includes:

- A written end of year summative report with next steps
- A September pupil, parent teacher meeting in which we review and discuss these targets and plans future targets
- A further pupil, parent, teacher meeting is arranged in February to review and plan next steps for the remainder of the school year
- Targets are reviewed again when pupils and teachers discuss and write end of year reports.
- Targets are displayed in the Home link folder and discussed regularly.

Dallas Primary School Partnership

We welcome parental involvement in the school, whether this is through the Parent Partnership or as a parent volunteer. Every parent or carer is automatically a member of our Parent Partnership.

A Parent Partnership meeting is held during each school term and everyone is warmly welcomed. Minutes from the meeting are available on the school's web site in the parent's zone. Should you have an item you wish to be discussed at a partnership meeting, please contact one of the members listed below.

Chairperson	Mrs Fiona Gibson
Secretary	Mrs Emma Landy
Treasurer	Mrs Emma Fielding

Volunteers

The school values the involvement of members of our learning community to support learners. We are fortunate to have had volunteers supporting P6/7 Book Group, our Sustainability Groups, lunchtime activities and gardening in the past.

Currently we are unable to have parent and community volunteers in school due to Covid-19 restrictions but if anyone feels they would like to share interests or organise a session with groups of children, please contact the school so that your interest can be noted for the future.

Extra-Curricular Activities

An active schools volunteer joins us at lunchtime to help develop running skills in weekly Junior Jog Scotland sessions. P6/7 pupils undertake a Playground Leadership course, to equip them with the necessary skills to lead games with other children in the school and beyond. These Play leaders lead sporting activities on a Friday lunchtime. In addition, other lunchtime clubs have been created and are run by groups of pupils, such as a Coding Club.

Enrolment

Families who live outside Dallas Primary School's catchment area should complete a placing request form if they would like their child to enrol at the school. This form can be accessed online at:

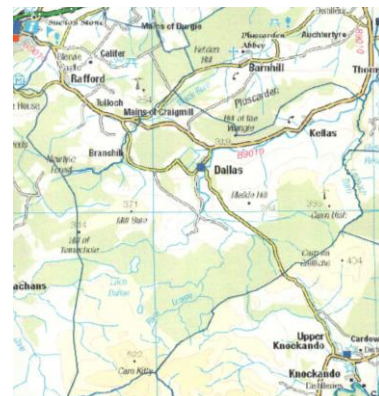
http://www.moray.gov.uk/moray_standard/page_49601.html

This form is then sent to Moray Council Headquarters, who will inform you if your request has been successful.

Enrolling into Primary 1 Calendar

Registration week at school is during the 3rd week in January. This can be done online here:

http://www.moray.gov.uk/moray_standard/page_52987.html or you can register at school in person.



Transition activities begin for the pre-school children (our Primary zeros) from January, during enrolment week. Pre-school children are invited to attend a short learning experience or event each month, including a Teddy bears picnic during their summer holidays. Teachers will also visit pupils in their pre-school setting. The P1 transition calendar can be found on our school website. There will be a Parents' curricular meeting at the beginning of September providing opportunities for parents to find out more about learning at the school.

Enrolling from another school

If you would like to enrol your child from another school, inform both schools of your intention to move your child. You can then visit Dallas Primary School to complete all forms in the enrolment pack and arrange a starting date. Once your child has registered and started at Dallas Primary School we will contact the previous school so that they can pass on your child's records. There is usually a delay in this process so it would be helpful if your child could bring evidence of their learning (jotters, worksheets, books) with them.

Moving On

Pupils from Dallas Primary transfer to Forres Academy at the end of Primary 7. Extended transition arrangements can be made if the child, their parents and the school think that it may be necessary. Otherwise the following steps are followed;

- In January forms are completed enrolling you child into Forres Academy
- During the spring and summer term, P7 pupils will meet with pupils from Logie and Alves Primaries to support building of friendships and confidence in advance of the Forres Academy transition event.
- In June, Forres Academy organise 2 days of learning at Forres Academy. Your child will be able to use school transport for these planned days.
- There will be opportunities for parents/carers to join in with number of events prior to children moving up

Forres ASG

Dallas Primary School is a member of Forres ASG as are all other feeder primary schools to Forres Academy; Alves, Logie, Dyke, Applegrove, Anderson's, Pilmuir and Kinloss. The Head Teachers from the ASG schools meet on a regular basis to discuss curricular issues. This ensures that pupils entering Forres Academy from ASG schools have similar primary curricular experiences.

School Uniform

Pupils at Dallas Primary School wear a burgundy sweatshirt and a jade green polo shirt, both with Owlina, our school badge embroidered on them. The children look very smart in their uniforms and visitors to the school have commented on this. So that children are comfortable when participating in Daily Physical activity, we recommend that they wear plain smart jogging bottoms to school. Pupils are also required to have smart black trousers or skirt to wear when representing the school at events and visits. Please order your uniform directly from Dallas Designs in Elgin.

<https://www.dallasdesignsltd.co.uk/index.php/23/>.

Current Prices

Sweatshirts from £9.50
Polo shirts from £8.50

Other kit requirements are listed below;

Field Footwear

The children play in the field almost every day and so should come to school wearing their 'field footwear'. Parents should be aware that this footwear will regularly become wet and muddy.

Indoor shoes

Upon entering school your child will change into indoor shoes which should be kept at school at all times. Most pupils have indoor gym shoes for this purpose.

Outdoor PE trainers

Shorts and jogging bottoms are also required every Wednesday and Friday for PE. An old oversized t-shirt is essential for all art and craft activities.

Clothing Grants and Free School Meals

Pupils will be eligible for free school meals if their parents or carers are in receipt of one of the following (information correct at December 2020):-

- Income support
- Income-based Job Seeker's Allowance
- Any income related element of Employment & Support Allowance
- Child Tax Credit but not Working Tax Credit, and your annual income, as assessed by HMRC, is below £16,105 per annum
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the Government at £7,500
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit with a monthly earned income of no more than £625

Forms can be accessed on Moray council's website:

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

School Meals



All school meals are prepared at Andersons Primary in Forres and delivered in time for lunch. The meals are prepared according to the hungry for success guidelines and provide a healthy balanced diet over the week. The meals are eaten in the hall, where there is also room for children taking a packed lunch. The pupils are supervised during lunch by a member of staff.

From 10 January 2022, all pupils in P1-5 are entitled to free school meals in accordance with a Scottish government initiative.

Those pupils in P4-7 whose parents are in receipt of Income Support or Income Based Jobseeker's Allowance may apply for free meals. Please contact the school if you require further information about this matter and, if required, ask for an application form.

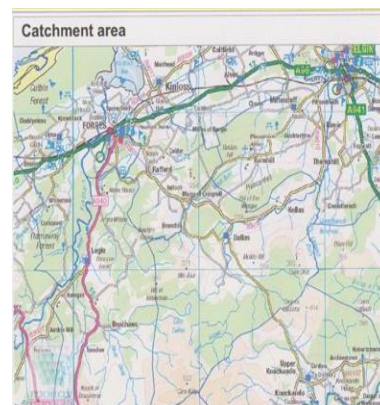
School Meal prices currently are £2.30. Parents are encouraged to pay for school meals online, which removes the need for children to carry money to school. Once your child starts school, parents are issued with a unique link number to set up an online account. If you would prefer to pay by cheque or cash, money will be credited to your child's account at school. Cheques should be made payable to "The Moray Council". If your child is bringing money to school please make sure it is in a purse or wallet.

Menus for our school meals are in your child's Home-link folder in the parent information section or on the school website here: <https://blogs.glowscotland.org.uk/my/dallasprimary/information/school-meals/>

Travelling to School

All Primary pupils who live more than 2 miles from their local catchment school will be provided with free school transport. In certain instances, children may be required to walk up to 2 miles to the collection point as door-to-door transport is not guaranteed. To apply for transport parents should complete a school transport application form which is available from the school.

Parents should inform the taxi driver if for any reason their child is not going to be using the taxi or, if their drop off point is to be different from usual, both the school and the driver should be informed.



Pupils who wish to cycle to school should walk their cycles up and down the school brae and leave their cycles in the school playground by the cairn. We consider the access to and especially from the school to be hazardous for cyclists so extreme care should be taken.

Safety in School

Only those children who go home for lunch may leave the school grounds at lunchtimes.

Children should not arrive at school before 8.50am. Parents should note that there is no adult supervision in the playground before 9am. There may not be staff available to assist in the playground if there is a problem.

Mrs Bev MacDonald supervises the children during morning and lunchtime playtimes in the playground.

We conduct regular Fire Drills and Fire Safety equipment checks.

Attendance and Absence

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 (truancy) or excluded from school).

If your child is not able to attend school, please contact the school before 9.15am, preferably by telephoning the school or by giving a written note to another member of the family advising us of the reason for the absence and the likely date of return to school.

We check the attendance register daily at the beginning of the morning and afternoon sessions. If your child is absent and we have not been advised by you of this, we will contact you by telephone to alert you. If we cannot immediately make contact with you then we will contact the person you have named as your family emergency contact.

Accident or Illness

If your child has an accident or becomes ill whilst at school and we think your child should go home the following steps will be taken:

We will get in touch with you or your immediate response contact as soon as possible.

In the unlikely event that we cannot contact anyone and your child is in need of medical attention then a member of staff will take your child to Forres Health Centre or Dr Gray's Emergency unit. Ideally it should be two members of staff, one to drive and the other in case your child is unwell on the way, but being a small school we may not have two members of staff available to do this.



In an emergency, an ambulance will be called and in most cases the child will be taken to Dr Gray's. Again you will be contacted as quickly as possible.

It is most important that we can contact parents at home or at work and, where this is not possible, someone who is known to the child.

Recommendations for Children with Infections and Illnesses

Recommendations from Grampian Health

Illness	Exclusion Period from School
Chickenpox	For 5 Days after rash appears
Conjunctivitis	Until symptoms settle or given antibiotic treatment for 24hrs
Diarrhoea and/or Vomiting	Until free of symptoms for at least 48 hours. A longer period of exclusion may be appropriate for children under age 5 and older children unable to maintain good personal hygiene
Hand, Foot and Mouth Disease	None
Hepatitis A	For 7 days after onset of jaundice
Impetigo	Until lesions are crusted or healed or until 48hrs of antibiotic treatment
Measles	For 5 days after rash appears
Mumps	For 7 days after onset of swollen glands or onset of symptoms
Ringworm	None - proper treatment by the GP is important. Scalp ringworm needs treatment with an oral antifungal.
Rubella (German Measles)	For 5 days after the onset of the rash
Scabies	Until 1st initial treatment
Scarlet fever	For 48hrs after commencing antibiotics
Threadworms	None - but needs treatment
Whooping Cough	For 5 days after commencing antibiotics

Medicine in School

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

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



Teachers' Conditions of Employment do not include giving medication or supervising a pupil taking it. Staff may, however, volunteer to do this. Any member of staff giving medicine to a pupil should check that the following information can be seen on the label: the pupil's name, written instructions by a doctor, the prescribed dose and the expiry date.

However, it would be preferable if parents could arrange the dosage of medicines with the doctor so that it could be taken before and after school. If medicine needs to be taken during the school day a parent, whenever possible, should come into school to administer the medicine themselves. Medicines should not be brought to school without a MED1 form (These can be found on the parent zone section of the school website here: <https://blogs.glowscotland.org.uk/my/dallasprimary/parent-zone/forms-and-permission-slips/>). It is always best to check with the Head Teacher whether or not the medication can be given at school before returning their child to school.

Adverse Weather and Immediate Contact

The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or by foot, lies entirely with the parents. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions the safety of the children is paramount. Parents should always use their own discretion on severe weather days as to whether their child should travel to school. In the unlikely event of pupils waiting for a taxi in poor conditions, they should wait in the company of an adult for no more than 10 minutes.

Telephoning the information line 08700 549999 and entering pin number 031200 for Dallas (Calls to the School Information Line will be charged at 2p per minute service charge plus your call provider's access charge), logging onto www.moray.gov.uk/schoolclosures, listening to Moray Firth Radio wave band FM 97.4 or logging onto www.mfr.co.uk will inform you of a closure.

School Telephone Information
Line
08700 549999
Dallas School Pin Number
031200

If we have to close the school during school hours or if we have to contact you in an emergency we will telephone your immediate response contact number to inform you of our arrangements for sending the children home. Immediate response means that we would be able to contact you or someone connected with your family immediately – not an answer machine.



It is essential that you keep us up to date with your immediate response number, if it is likely to change.

Promoting Positive Relationships

At Dallas Primary School we aim to provide a safe and caring environment in which everyone feels happy, included and able to achieve. Dallas Primary School is a Rights Respecting School, which means that all within it are respected, listened to and treated fairly. We all have rights and should respect the rights of others.

Supporting and Managing Positive Relationships

We support positive choices and a positive environment through;

- Promoting and following a positive and consistent approach to the promotion and management of positive choices by the whole school community.
- Encouraging and supporting our children, staff and parents to see themselves as part of our school community and recognise their roles and responsibilities within it.
- Providing a stimulating and nurturing environment within which all feel safe, secure and valued.
- Appreciating and following our Rights Respecting School Charter.
- Developing and promoting pupil voice.
- Developing and promoting parental engagement and voice.
- Modelling positive behaviours and adopting restorative practices.
- Training P6/7 pupils to be play leaders and in restorative approaches.
- Offering positive learning experiences within a broad and balanced curriculum that is well planned, prepared, differentiated and supported.
- Teaching and reinforcing our school values of Loyalty, Enthusiasm, Aspiration, Resourcefulness and being Neighbourly.
- Supporting our pupils on their lifelong learning journey and in doing so equipping them with the necessary skills to help them to succeed and achieve.

Pupils	Parents as duty bearers	Staff as duty bearers
<p>Pupils are involved in the creation of our Rights Respecting school charter which is reviewed annually, or when there is a need.</p> <p>Pupils understand the importance of behaving appropriately and following the schools Rights Respecting School Charter.</p> <p>Pupils understand that everyone has the right to an education and if they are infringing that right, they may be asked to move to a more appropriate space within the school to help them regulate their behaviours, for the benefit of themselves and others.</p>	<p>Parents are responsible for encouraging positive choices and supporting their child in meeting school expectations in respect of positive relationships.</p>	<p>All school staff has a responsibility to model positive behaviours, in line with our Rights Respecting School Charter, and for implementing school guidance on the promotion of positive behaviours.</p> <p>All school staff are involved in and understand the schools Rights Respecting School Charter.</p> <p>All school staff will acknowledge and praise positive choices.</p> <p>Staff will be consistent and fair in dealing with learners, and use a restorative approach in dealing with any issues, in line with the school’s guidance on Promoting Positive Relationships.</p>

Positive Recognition within Dallas Primary School

1. Praise and positive reinforcement
2. Personal points for effort
3. Certificates
4. Positive feedback shared with home
5. Celebration wall - recognising achievements and celebrating success both within and out with school.
6. Golden Owl (Monthly to one pupil for demonstrating our school values)
7. Celebrating success and sharing learning with parents

Agreed Behaviours	Expectations	UNCRC Article
Be gentle and kind – our words and actions should not hurt others.	We will treat others, as we would like to be treated.	Article 6 – We have the right to be happy and healthy.
Include others, when it is appropriate – no one should feel left out	We will make healthy choices. We will play with people who are on their own.	
Encourage and praise each other and recognise each other’s achievements – think of the feelings of others.	We will respectfully listen to everyone and take turns. We will share ideas with others to make change.	Article 12 – We have the right to say what we think and be listened to.
Keep ourselves and others safe- we make good choices.	We will develop friendships and spend time with friends. We will join clubs or take part in activities that interest us at school and in the local community.	Article 15 – We have the right to have friends and to join clubs.
Listen to each other (use one voice at a time) – respect other’s right to speak.	We will make sure that our actions do not harm others.	Article 18 – We should not be harmed and we should be kept safe.
Be honest – we take responsibility for our actions.	We will listen to teachers for instructions for our safety when inside and out. We will be gentle, kind and make good choices.	
Allow everyone to learn without interruptions- we don’t waste our own or others’ time.	We will try our best to learn and work as hard as we can.	Article 28 – We have the right to learn and go to school.
Respect Property – we don’t waste or damage things.	We will show enthusiasm with new things. We will be brave.	Article 29 – We have the right to be the best that we can be.
Play fair, have fun and stick to the rules in a game. – We try not to spoil the fun of others.	We will work to the best of our abilities. We will be special. We will encourage others to do well.	
Respect and support each other at all times.	We will look after play equipment and respect the playground helpers. We will have time to play and have fun.	Article 31 – We have the right to play and rest.

Supporting positive choices

Although the emphasis of this guidance is on the promotion and rewarding of positive choices and attitudes, we at Dallas Primary School recognise that it may be necessary to employ a number of strategies to support our Rights Respecting School Charter, to ensure a safe learning environment. Consistency and fairness are vital in the application of all strategies and these should be appropriate to the situation and learners involved.

All behaviour is a means of communication and positive choices can be learned. How we as adults choose to respond is very important in promoting and encouraging positive relationships. When dealing with all forms of inappropriate behaviour, staff will employ the following strategies;

- Be calm - all children must be dealt with in a calm yet firm manner, referring to which actions are not acceptable and the action being taken.
- Make clear that it is the **behaviour** choice that is inappropriate and not the individual.
- The first step is to stop inappropriate actions, the second step is to have a restorative discussion with child/children (if appropriate)
- Strategies should be applied to keep **all** children safe – these should be logical and appropriately fit the situation. These may include:
 - Reflection time to regulate behaviour (in first instance)
 - Discussion with child/children (when calm)
 - Loss of break time (5 minutes) / Loss of next break time (5 minutes)
 - Loss of privilege (e.g. playing in woods or school visits, in extreme cases)
 - Parents informed (if appropriate)
 - Meeting with parents and child to plan support

Bullying

We understand bullying to be any persistent aggressive, threatening or other kind of behaviour which is deliberately intended to frighten or hurt another child. This type of behaviour is not tolerated at Dallas Primary.

All children have to learn the social skills which enable them to function as members of society.

School is a part of the wider society yet constitutes a mini society on its own. As in all other areas of their development children have acquired social skills in varying degrees before they come to school. Some children slip into the social rules of the school easily but for others it can be very difficult. It is part of our job as a school to help children develop the social skills necessary to function as caring and responsible members of any society.

The school has a comprehensive policy to deal with any incident of bullying. The essence of our policy is that children should not suffer in silence but should tell an adult of their worries or concerns. If your child tells you that he or she has been bullied in school it is very important that you let the Head Teacher know as soon as possible so that the incident can be investigated quickly.

Bullying is not tolerated in Dallas School. All reported cases of bullying will be dealt with in line with the Moray Council Bullying in School Guidance.

http://www.moray.gov.uk/moray_standard/page_52988.html

Exclusion

Exclusion from school will be dealt with in line with the, Moray Council Guidance on Exclusions from School.

http://www.moray.gov.uk/moray_standard/page_53001.html

Child Protection

The Moray Council is guided by the North East of Scotland Child Protection Committee in Child Protection matters. The following statement applies to all Moray Schools.

“It is the duty of the Moray Council and all its staff to ensure as far as possible that all children are protected from the danger of child abuse in all its forms: Emotional abuse, Physical abuse, Sexual abuse, Neglect. ‘

Where school staff have concerns about a pupil which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. Under these circumstances, parents will not normally be consulted first.

School Child Protection Co-ordinator – Mrs Mairi Grant

Getting right for every child is a national policy to help all children and young people grow, develop and reach their full potential. It aims to improve outcomes for children and their families based on a shared understanding of their wellbeing. **Most children will receive all the support they need from their own families and community.**

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

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

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 (eg 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.

Physical Intervention

All schools in Moray are aware that there is an infrequent need for teachers to physically interact with pupils. In this respect, they are advised by the Moray Council document 'Physical Intervention Guidelines'.

This document describes Physical Intervention at three levels:

- Routine Level: eg a teacher may hold a child’s hand to demonstrate the use of a pencil, or the teacher of a young child may put an arm around his/her shoulder if a fall has caused upset.
- Crisis Intervention: may be used if it is feared that a child is doing something that will hurt him/herself or another child. Such interventions will be recorded in the school and parents will be informed.
- Planned Intervention: this may occur when it is anticipated that a child may put him/herself or others in danger. This could be because of a previous known incident caused by emotional or physical difficulty experienced by the child. The plan, which guides such intervention, will be agreed in advance by parents in all cases.

School Term Dates

School Term Dates are also available on the internet at The Moray Council at http://www.moray.gov.uk/moray_standard/page_55829.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
<i>Autumn Holiday</i>	<i>Starts</i>	<i>Monday 11 October 2021</i>
	<i>Ends</i>	<i>Friday 22 October 2021</i>
Winter Term	Starts	Monday 25 October 2021
		<i>In-Service Closure: Monday 15 Nov 2021</i>
		<i>In-Service Closure: Tuesday 16 Nov 2021</i>
	Ends	Thursday 23 December 2021
<i>Christmas Holiday</i>	<i>Starts</i>	<i>Friday 24 December 2021</i>
	<i>Ends</i>	<i>Friday 7 January 2022</i>
Spring Term	Starts	Monday 10 January 2022
		<i>Mid Term Holiday: Friday 11 & Monday 14 February 2022</i>
	Ends	Friday 1 April 2022
<i>Spring Holiday</i>	<i>Starts</i>	<i>Monday 4 April 2022</i>
	<i>Ends</i>	<i>Friday 15 April 2022 (Good Friday)</i>
Summer Term	Starts	Monday 18 April 2022
		<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>
		<i>Queen's Platinum Jubilee: Friday 3 June 2022 (subject to Scottish Government approval)</i>
	Ends	Friday 1 July 2022
<i>Plus 1 occasional day holiday when the following schools will be closed:</i>		
Buckie High ASG	Elgin Academy ASG	
Tuesday 3 May 2022	Thursday 10 February 2022	
Elgin High ASG	Forres Academy ASG	
Thursday 10 February 2022	Tuesday 15 February 2022	
Keith Grammar ASG	Lossiemouth High ASG	
Monday 6 June 2022	Thursday 10 February 2022	
Milne's High ASG	Speyside High ASG	
Thursday 23 December 2021	Monday 6 June 2022	

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

Taking Holidays During School Time

Holidays should be taken within the designated holiday periods. Any holidays taken during school time will be marked as unauthorised unless there are exceptional circumstances. All parents must request permission from the Head Teacher for a term time holiday. The Government guidelines for this can be found here: <https://www2.gov.scot/resource/doc/294630/0091104.pdf>

Who to contact if you have a concern

If you are concerned about any aspect of your child's experience at Dallas Primary you should contact their teacher or the Head Teacher, Mairi Grant in the first instance to discuss your concerns.

You can email admin.dallasp@moray-edunet.gov.uk at any time or telephone 01343 890206 after the children have gone home for the day or make an appointment to meet with us.

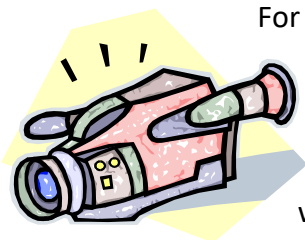
We will do all we can to investigate, explain and attempt to resolve any concerns, but if you feel your concerns have not been addressed then your next step would be to contact Mr Roisin Newell, our Quality Improvement Manager on 01343 563374.

Making a complaint

If you have a complaint that has not been resolved by the concerns procedure above and you wish your complaint to be taken further you can make a formal complaint to the Corporate Complaints Officer. Your complaint will be acknowledged within 3 days. The Education Department will investigate your complaint and you will receive a reply from that department within 20 working days.

You can contact the Corporate Complaints Officer at Moray Council, Council Offices, Elgin, Moray, IV30 1BX. Telephone 01343 543451.

Photography and Videoing



For photographing and videoing children at school events all parents are asked to sign our media protocol form upon enrolment. This gives permission for your child to be photographed or videoed in school and their photographs/ videos used in an educational context. This sometimes means that their photograph is published in the press or used in national educational documents in a positive educational way. We would ask however that during school shows, sports days etc that

parents refrain from photographing or videoing their children as this can often be off putting and affects the performance. The school usually produces a video of the show or concert and photographic opportunities will usually be offered at the end of an event. A professional photographer usually visits the school every Autumn to take individual, group and family photographs which you can purchase in time for Christmas. All profit from this is given to the school fund.



Insurance

"No insurance is held by The Moray Council to provide automatic compensation to pupils in the event of an accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate. The Moray Council does hold third party liability insurance, which indemnifies The Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from negligence of the Council or its employees. However, if there is no negligence, the claim would not be accepted by the Council. This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote this possibility."

Data Protection Act

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018. The information may be used for teaching, registration, assessment and other administrative duties.

The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified. The Data Protection Act ensures that information is collected fairly and lawfully, is accurate, adequate, up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice.

More information is available on the Moray Council Internet site at:

http://www.moray.gov.uk/moray_standard/page_75569.html

Dallas 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 appropriately 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 their best

- **Data about when and where they go after they leave us**

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

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

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

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Dallas 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 Dallas 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, Dallas 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.

Information for Parents Booklets and Leaflets

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

Moray Council has produced a 'Notes for Parents and Carers' booklet, which is designed to provide basic information about the education system in Moray and also 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 & Social Care, or the Moray Council Internet site: http://www.moray.gov.uk/moray_standard/page_47236.html. This booklet is also available in other languages. Further information for parents can be found here: http://www.moray.gov.uk/moray_section/section_2027.html

The following leaflets can be found here: http://www.moray.gov.uk/moray_standard/page_86299.html

- Adverse Weather
- Attendance and Absence
- Central Support Services for Children with Special Needs
- Exclusions and Appeals
- Five Year Strategic Plan
- Home Education
- Physical Education in Primary Schools
- Structure of Primary Classes

The following leaflets can be found here: http://www.moray.gov.uk/moray_standard/page_52987.html

- Admissions Procedure
- Placing Requests
- Deferred Entry
- Early Entry
- School catchment information

Curriculum for Excellence information can be found here:

- http://www.moray.gov.uk/moray_standard/page_76320.html
- <http://www.moray.gov.uk/downloads/file70312.pdf>

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

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