

Dallas Primary School Handbook

Date of Issue: December 2025



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 32 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

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Telephone	01343 890206
Mobile	07507 638257
Email	admin.dallasp@moray-edunet.gov.uk
Address	Dallas Primary School Dallas Forres IV36 2SA
Website	www.dallas.moray.sch.uk

School Hours

- **8.55am** School begins.
- **10.30am** 15 minute break.
- **12.10pm-1pm** Lunch hour.
- **3.00pm** School ends for the whole school.

The Staff Team

Head Teacher	Mrs Mairi Grant
P1-3	Mrs Arlene Williams and Miss Lois McShane
P4-7	Miss Annie Nicol and Mrs Mairi Grant
ASN	Mrs Amanda Forgie
Visiting Specialist (Ukulele)	Mrs Alison Gillies
Classroom Assistant	Mrs Bev MacDonald
Pupil Support Assistant	Mrs Karen Fraser
Pupil Support Assistant	Mrs Kirsty Binnie
School Administrator	Mrs Jenny Petrie
Catering Supervisor	Vacancy
Cleaning Supervisor	Miss Emma Bleakley
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 build 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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Our curriculum is organised in a three year cycle of learning which allows children to build on their learning through early, first and second level. From our curriculum, we plan a range of learning activities or experiences 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?

Our aim and vision is 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
- 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 specialised study and careers.



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

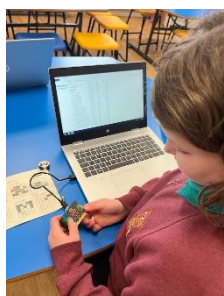
- Investigate the environment by observing, exploring, investigating and recording
- Demonstrate a secure understanding of the big ideas and concepts of science
- Make sense of evidence collected and presented in a scientific manner



- 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.
 - Pupils complete SOFAS (Scottish Online Formative Assessments) assessments in Reading, Writing and Maths. These are used as an internal tool to confirm teacher's assessment of the children's learning needs, to identify growth in learning and trends and to ensure your child is progressing appropriately.
 - Scottish National Standardised Assessments (NSAs) 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.
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 support. Some children will have a LPS (Learner Profile) while others will have an IEP (Individual Education Plan) devised for them. These will be shared with parents/carers and the targets 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
 - 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 through 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, which is led by Pupil Councillors fortnightly on a Wednesday.

Group Aims:

- Community Leaders - To build relationships within our community and support our local community. This group is supported by staff, as well as our Forres Rotarians who help the children fulfil their RotaKid aims.
- Rights Leaders – To promote understanding and awareness of Children's rights and to plan actions to ensure Rights are accessed. Our Rights leaders also help to plan action for our 3 chosen charities (Local, National & International) each year. This group is supported by staff and hopefully parents too.
- Health and Wellbeing Group – To ensure that our school supports wellbeing through organisation of daily Physical activity, clubs and school experiences. To promote healthy eating through organisation of Healthy Tuck shop and cooking in school.



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://www.gov.scot/publications/learning-together-update-on-the-national-action-plan/pages/parental-involvement/>

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 supplemented with a termly home learning grid of learning tasks to broaden and deepen learning across the curriculum. 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/March 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	Mr Richard Follett
Secretary	Mrs Emily Christie
Treasurer	Mr Christopher Mountford
Email address	dallaspartnership@gmail.com

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.

If anyone feels they would like to share interests or organise a session with groups of children, please contact the school.

Extra-Curricular Activities

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:

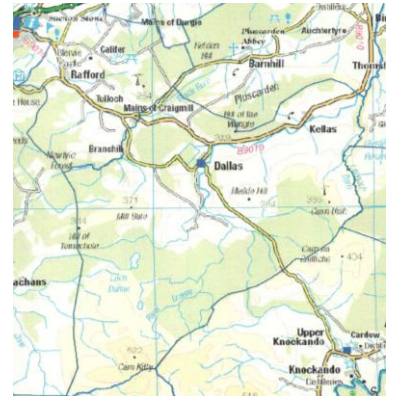
http://www.moray.gov.uk/moray_standard/page_49601.html

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 2nd and 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 or cardigan 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/shop/Dallas-Primary-c164641518>.

Current Prices

Sweatshirts from £11.50

Cardigans from £13.50

Polo shirts from £10.50

Sports T-shirt from £8.50

(prices correct at 6 Dec 2025)

Other kit requirements are listed below;

<p><u>Field Footwear</u></p> <p>The children play in the field almost every day and so should come to school wearing their 'field footwear' (wellies or outdoor trainers). Parents should be aware that this footwear will regularly become wet and muddy.</p>	<p><u>Indoor shoes</u></p> <p>Upon entering school your child will change into indoor shoes which should be kept at school at all times (plimsolls or indoor trainers). Most pupils have indoor gym shoes for this purpose.</p>
<p><u>PE Kit</u></p> <p>Shorts, jogging bottoms and outdoor trainers are also required every Wednesday and Friday for PE.</p>	<p><u>Arts and Crafts</u></p> <p>An old oversized t-shirt (or Dad's old shirt!) is essential for all art and craft activities.</p>

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 2025):-

- Income support
- Income-based Job Seeker's Allowance
- Any income related element of Employment & Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit with a monthly earned income of no more than £850

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.

P6-7 families in receipt of the Scottish Child Payment (SCP) are also entitled to free school meals.

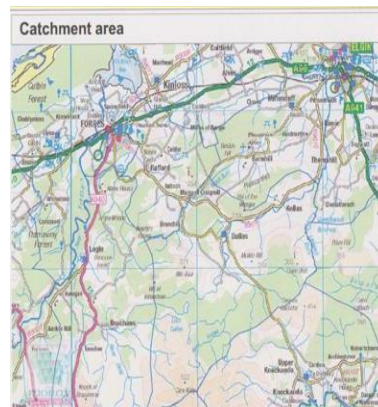
School Meal prices currently are £2.50. Parents are encouraged to pay for school meals online, which removes the need for children to carry money to school. Once your child starts school, parents are issued with a unique link number to set up an online account. If you would prefer to pay by cheque or cash, money will be credited to your child's account at school. Cheques should be made payable to "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 or on the Moray Council website here: http://www.moray.gov.uk/moray_standard/page_55519.html.

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 8.45am. Parents should note that there is no adult supervision in the playground before 8.55am. There may not be staff available to assist in the playground if there is a problem.

The children are supervised 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.

Should I keep my child off school or childcare?



Yes

Illness	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and vomiting	48 hours after their last episode
Cold and flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the advice on NHS inform if they've tested positive for COVID-19
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet fever	24 hours after they started taking antibiotics
Whooping cough	48 hours after they started taking antibiotics



No

but make sure you let their school or childcare know about...

Hand, foot and mouth	Head lice	Threadworms
Glandular fever	Tonsillitis	Slapped cheek

Parents and carers can find further health advice on [nhsinform.scot](https://www.nhs.uk/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z/#food)

Further information can be found here:

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z/#food>

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 parents. While recognising that education should be interrupted as little as possible, 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.

In the event of bad weather conditions, please check the Moray Council School Closure Portal in the first instance. A message will be posted by 7.30am if any changes to the usual school day are happening. This is our main method of communication for school closures that is consistently used. You will find this on the Moray Council Service Status page here.

<https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx>

You can also register to receive an email notification when we post a message or indeed for any service disruption within Moray. The email is sent out 10 minutes after a message is posted on the update. You will find information on how to set this up here.

<https://www.youtube.com/watch?v=g3sz04YvdRE>

If we have to close the school during school hours or if we have to contact you in an emergency, we will contact you using your immediate response contact number to inform you of our arrangements for sending the children home.

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. We will work to the best of our abilities. We will be special.	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 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:
 - Time out to regulate behaviour (in first instance)
 - Discussion with child/children (when calm)
 - Reflection during break time (5 minutes) / Reflection during next break time (5 minutes)
 - Alternative arrangements (e.g. playing in woods or school visits, in extreme cases, until safety can be assured)
 - Parents informed (if appropriate)
 - Meeting with parents and child to plan support if needed

As per Moray Council policy, any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to senior Education staff and the Police may also be involved. Very serious cases may lead to exclusion from school.

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

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.

Child Protection

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
(*United Nations Conventions on the Rights of the Child*)

Moray Council is committed to safeguarding all children and young people. It is the responsibility of every member of staff to take all reasonable steps to protect children from harm and abuse in all its forms. These include:

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

When school staff have concerns that a pupil may be at risk of harm, these concerns will be reported immediately to the school's designated Child Protection Co-ordinator (CPC). The CPC will then consult with Social Work and/or Police Scotland to clarify and assess the level of risk or harm to the child and determine the appropriate course of action.

Any decision about informing a child's parent or carer should be made in partnership with Social Work and/or Police Scotland as part of the referral process. School staff, including the CPC, will not contact parents or carers prior to this multi-agency discussion as doing so may compromise the child's safety and the integrity of any subsequent investigation.

If you have an immediate child protection concern and cannot contact education, please contact Social Work directly on **01343 554370** or if it is out with working hours call the Out of Hours Social Work Team on **03457 565656**. If you cannot contact Social Work, please call Police Scotland on **101**. If it is an emergency call **999** immediately.

Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021 – updated 2023\)](#).

GIRFEC

The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children, young people and their families based on a shared understanding of wellbeing. Most children and young people 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, GIRFEC 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 wellbeing indicators they are, to ensure that each and every child or young person gets the right support, at the right time, from the right people.

As part of the national GIRFEC approach, children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In primary schools this will usually be provided by the Headteacher or Depute Headteacher. The Headteacher or Depute Headteacher 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. Should you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact your child's Headteacher or Depute Headteacher either by phone, email or alternatively a letter marked for the attention of your child's Headteacher or Depute Headteacher.

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 2025/2026		
		<i>In-Service Closure: Monday 18 Aug 2025</i> <i>In-Service Closure: Tuesday 19 Aug 2025</i>
Autumn Term	Starts	Wednesday 20 August 2025
	Ends	Friday 10 October 2025
Autumn Holiday	Starts	Monday 13 October 2025
	Ends	Friday 24 October 2025
Winter Term	Starts	Monday 27 October 2025
		<i>In-Service Closure: Monday 10 Nov 2025</i> <i>In-Service Closure: Tuesday 11 Nov 2025</i>
	Ends	Friday 19 December 2025
Christmas Holiday	Starts	Monday 22 December 2025
	Ends	Friday 2 January 2026
Spring Term	Starts	Monday 5 January 2026
		<i>In-Service Closure: Thursday 12 February</i> <i>Mid Term Holiday: Friday 13 & Monday 16 February 2026</i>
	Ends	Friday 27 March 2026
Spring Holiday	Starts	Monday 30 March 2026
	Ends	Good Friday Holiday: Friday 3 April 2026 Friday 10 April 2026
Summer Term	Starts	Monday 13 April 2026
		<i>May Day Holiday: Monday 4 May 2026</i>
	Ends	Thursday 2 July 2026
<i>Plus 1 occasional day holiday when the following schools will be closed:</i>		
Buckie High ASG	Elgin Academy ASG	
Tuesday 17 February 2026	Tuesday 17 February 2026	
Elgin High ASG	Forres Academy ASG	
Tuesday 17 February 2026	Tuesday 17 February 2026	
Keith Grammar ASG	Lossiemouth High ASG	
Monday 1 June 2026	Tuesday 17 February 2026	
Milne's High ASG	Speyside High ASG	
Tuesday 17 February 2026	Monday 1 June 2026	

Session 2026/2027		
		<i>In-Service Closure: Monday 17 Aug 2026</i> <i>In-Service Closure: Tuesday 18 Aug 2026</i>
Autumn Term	Starts	Wednesday 19 August 2026
	Ends	Friday 9 October 2026
Autumn Holiday	Starts	Monday 12 October 2026
	Ends	Friday 23 October 2026
Winter Term	Starts	Monday 26 October 2026
		<i>In-Service Closure: Monday 9 Nov 2026</i> <i>In-Service Closure: Tuesday 10 Nov 2026</i>
	Ends	Friday 18 December 2026
Christmas Holiday	Starts	Monday 21 December 2026
	Ends	Friday 1 January 2027
Spring Term	Starts	Monday 4 January 2027
		<i>In-Service Closure: Thursday 11 February</i> <i>Mid Term Holiday: Friday 12 & Monday 15 February 2027</i>
	Ends	Thursday 25 March 2027
Spring Holiday	Starts	Good Friday Holiday: Friday 26 March 2027
	Ends	Friday 9 April 2027
Summer Term	Starts	Monday 12 April 2027
		<i>May Day Holiday: Monday 3 May 2027</i>
	Ends	Friday 2 July 2027
<i>Plus 1 occasional day holiday to be agreed by 31 March 2026</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://www.gov.scot/publications/guide-parents-school-attendance/>

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.

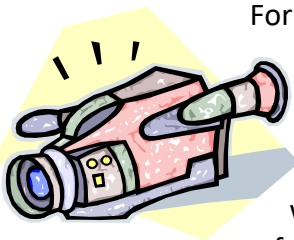
We will do all we can to investigate, explain and attempt to resolve any concerns, but if you feel your concerns have not been addressed then your next step would be to contact Mr Wilem Smit, our Quality Improvement Officer on 01343 563374.

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 or email complaints@moray.gov.uk.

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 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

Privacy Notices are available to explain how personal information may be collected, used, stored, shared and securely disposed of, the legal basis for doing so, and what your Data Subject Rights are. Privacy Notices are available from our website at www.moray.gov.uk/moray_standard/page_142831.html

Information for Parents Booklets and Leaflets

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

For alternative formats, languages or further information, please ask an English speaking friend or relative to:

Phone: 01343 563319

Email: equalopportunities@moray.gov.uk

Write to: Equal Opportunities, Moray Council, High Street, Elgin, IV30 1BX

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>

APPENDIX A

Moray Council Education, Housing & Communities

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 14/08/2023

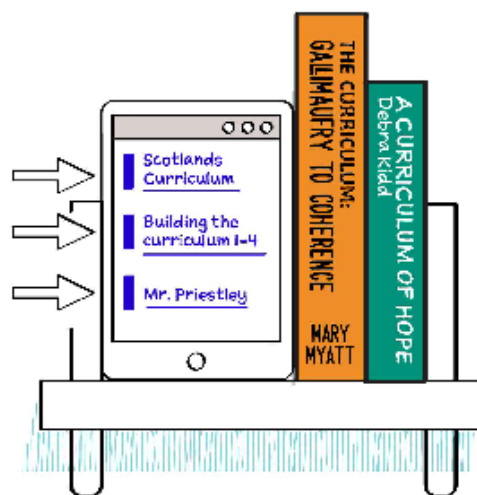
Moray Council A-Z		
Active Schools	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Email:	Local school or education@moray.gov.uk
	Website:	https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	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). If it is an emergency call 999
	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

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

BLOG

DALLAS PRIMARY SCHOOL

Bookshelf of Reading and Research



DALLAS Primary School

A Dallas Primary School specific Curriculum was created using Building the Curriculum 1-4, providing a balance of learning across the four contexts; discrete learning in the 8 curricular areas, IDL, learning experiences within the life and work of the school and opportunities for personal achievement, continually addressing the key question as a school community: How can we best meet the needs of our children?

Our unique context means we have a central role in the local community and where we embrace our rural location, natural resources, local heritage, local businesses and wider partnerships with the local church, Rotary Club and nursing home. A three-year cycle of learning experiences (bundled Es and Os) allows our multi-composite learners to embrace a broad and progressive curriculum over their seven-year journey.

By planning for flexibility within the curriculum we can incorporate emerging topical contexts e.g. flood alleviation works in the village, news items which catch the children's interest such as the Australian bushfire. In this way, deep relevant learning can be maximised, extended through our leadership groups – RRS, Eco, Rota Kids, Money bees.

Parent and pupil curriculum focus groups have given ownership and depth of understanding to how our curriculum rationale was developed. This has created depth and local relevance to learning context as well as enhancing or curriculum progression frameworks.

A fully integrated positive relationship policy, encompassing UNCRK principles has created a highly successful climate for learning across the curriculum. The use of iPads has progressed digital skills and creativity in all curricular areas. Embedding sustainability principles has also created diverse opportunities for solution-focused learning.

The 2019 Curriculum Refresh enabled us to explore our rationale and further enhance pupil experience both in class and during remote learning. This was due to the sharing of the wide range of specialist skills within the staff, including



April 2021

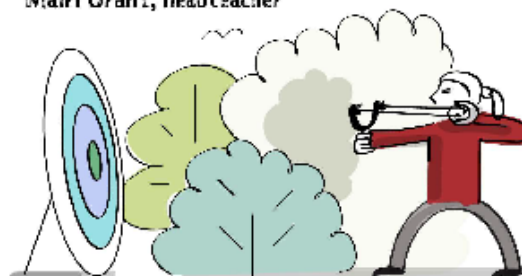


art, music, drama, languages and outdoor learning. We employed a Sports Coach to deliver Play Maker and weekly sports sessions.

Our supportive local community is involved in book groups, gardening sessions and a local pupil-created history website. We involve the community in our learning contexts, providing entertainment, cook for community events, church services and engagement activities which provide relevance to learning within the curriculum. The children also host "Kids Teach the Parents" curriculum events biannually where the local community are also central participants.

The impact of our curriculum is seen in the confidence, capabilities and success of our pupils and exemplified in our values acronym LEARN: Loyal, Enthusiastic, Aspiring, Resourceful and Neighbourly. The pupils are proud of their school, their community and their progress and look forward to future learning opportunities. They exemplify and build the four capacities as they move positively to their next destination!

Mairi Grant, headteacher



The rationale and design of the CURRICULUM provide a well-structured backdrop across the **FOUR CONTEXTS FOR LEARNING**. Progressive and relevant **OPPORTUNITIES FOR CHILDREN** to apply their learning across the curriculum, include **GOOD LINKS TO THE LOCAL COMMUNITIES**



DALLAS Primary School

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REMOTE LEARNING

REMOTE LEARNING PLATFORM

Developed Quickly developed with staff, pupils and parents (thanks to confidence in use of GLOW)



IDL



ACHIEVEMENTS

LIVE CHECK-INS, VIDEO, AND VOICEOVER ENSURED PUPIL UNDERSTANDING AND WEEKLY FEEDBACK SUPPORTED MOTIVATION AND MORALE



As a small school we felt it imperative that we maintained our sense of community and so we celebrated learning, whole school challenges and competitions with a weekly video

RECOVERY UPDATE

Children across Scotland were predominantly undertaking remote learning from January – March 2021. Here's an update from Dallas Primary Headteacher, **MAIRI GRANT**, about how staff, pupils and the local community have moved on and adapted their practice for the current context.

RETURN TO SCHOOL

Involvement in **LEADERSHIP ACTIVITIES AND EVENTS** has been limited



We continued to work towards **GOLD RRS STATUS** and **DIGITAL SCHOOL STATUS** with our Pupil Council



SUPPORT OUR LOCAL COMMUNITY



End Polio NOW CAMPAIGN



whole-school Christmas show, directed and filmed by our P7s in bubbles.



OUTDOOR SPACE and SCHOOL WOODS and **FOREST SCHOOL FRIDAY** have developed with the completion of our outdoor learning space and shelter

We have used **DIGITAL SOLUTIONS TO ENHANCE FURTHER THE CURRICULUM** eg. online author visits, DYW and maths events and by taking part in the **PRIMARY ENGINEERING AWARDS**



DALLAS PRIMARY SCHOOL



CURRICULUM rationale and design

1



CHILDREN TALK VERY POSITIVELY ABOUT THEIR PARTICIPATION AND ACHIEVEMENTS IN A COMMENDABLY WIDE RANGE OF OPPORTUNITIES

THE INCLUSIVE nature of the school PROMOTES EQUITY FOR ALL



The rationale and design of the CURRICULUM provide a well-structured backdrop across the **FOUR CONTEXTS FOR LEARNING**. Progressive and relevant OPPORTUNITIES FOR CHILDREN to apply their learning across the curriculum, include **GOOD LINKS TO THE LOCAL COMMUNITIES**

PROGRESSIVE OPPORTUNITIES to learn AND achieve

2

MEANINGFUL CONTEXTS for learning



LEARNING WALL
Children progressively develop the skills and attributes of the **FOUR CAPACITIES**



All learning experiences from P1-7 are set within a progressive framework of bundled Es and Os across the four contexts of learning.

Impressive range of opportunities to develop **LEADERSHIP and TEAMWORKING** skills



PARTNERSHIPS enhance children's LEARNING

'JUNIOR TATTIE SCONE CONTEST'



SKILLS DEVELOPMENT



Voluntary work in their LOCAL COMMUNITY
HIS AWARDS

CHARITY FUNDRAISING
A range of EXPERIENCES in the

