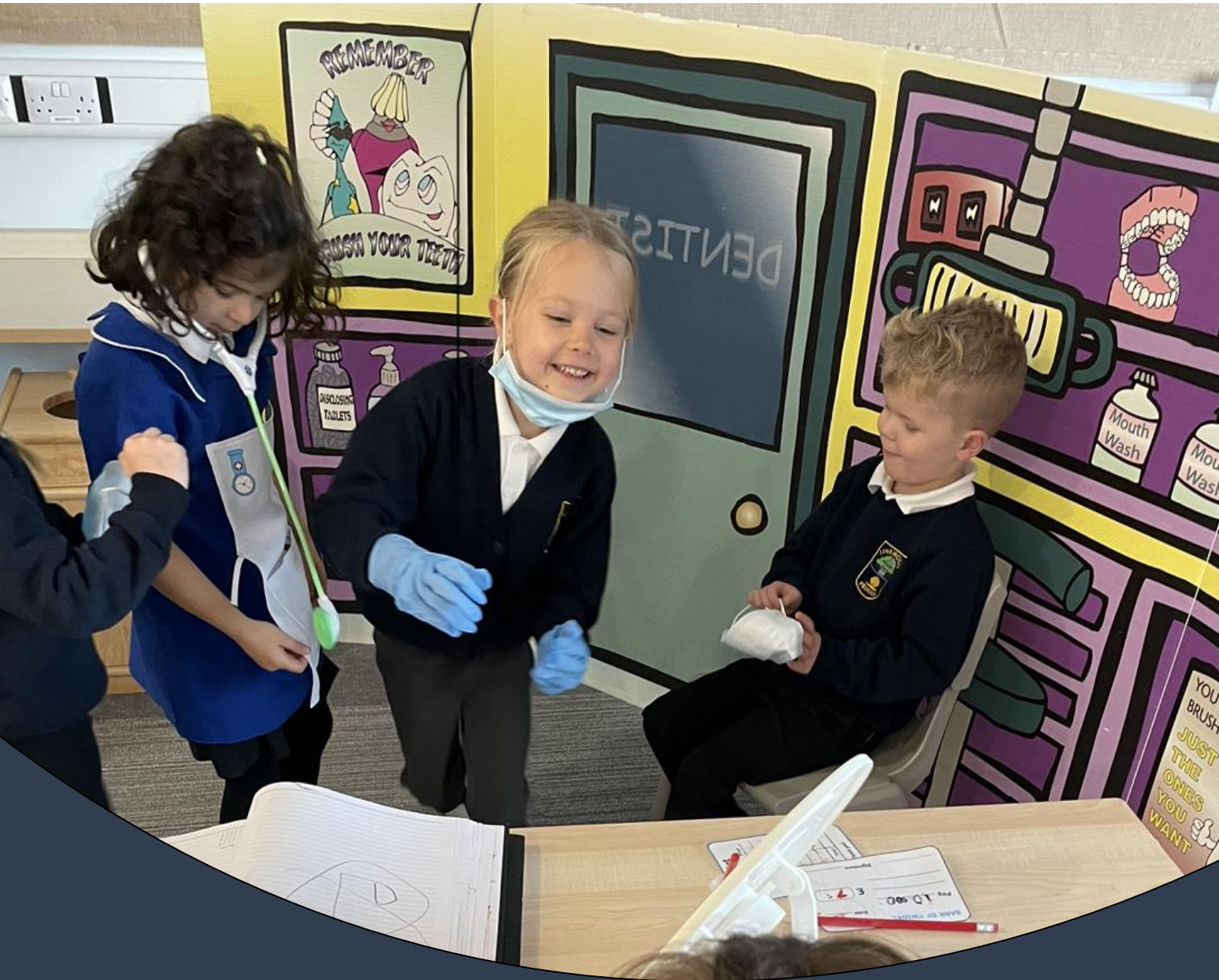




Linkwood Primary School

Preparing for the Future



School Handbook 2022

Updated December 2021



Ambitious to Achieve Excellence *Together*



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Information for Parents

The school website <https://blogs.glowscotland.org.uk/my/linkwoodprimaryschool> has links to The Moray Council webpages and includes an A-Z of useful information.

Welcome

Welcome to Linkwood Primary School Handbook for 2022. At Linkwood we take great pride in developing all aspects of children's learning and wellbeing making use of both the indoor and outdoor environment. We are committed to offering our families opportunities to share in their child's learning both in school and through a variety of media. This allows you to experience the fantastic learning environment which is Linkwood Primary School and feel confident of supporting your child's learning at home.

Linkwood is a very happy school where everyone is encouraged to work hard and to the best of their ability. We live by our values and ask that our children are kind, responsible, positive and creative, so that everyone feels safe and ready to learn.

On our website parents can find a copy of the school's annual **Standards and Quality Report** which gives information about the school's achievements over the last session and the **School Improvement Plan** which outlines our priorities for this session.

COVID-19 Impact on Schools

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

This handbook has been created to illustrate our school in times with no restrictions in place. We hope it gives you the information you are looking for, please get in touch with any queries.

We look forward to welcoming you to our school.



Fiona Stevenson
Headteacher



School Contact Details

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Elgin
IV30 8AS

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



WEB SITE

<https://blogs.glowscotland.org.uk/my/linkwoodprimaryschool/>



Twitter
@LinkwoodPrimary



Facebook
<https://engb.facebook.com/LinkwoodPrimarySchool/>

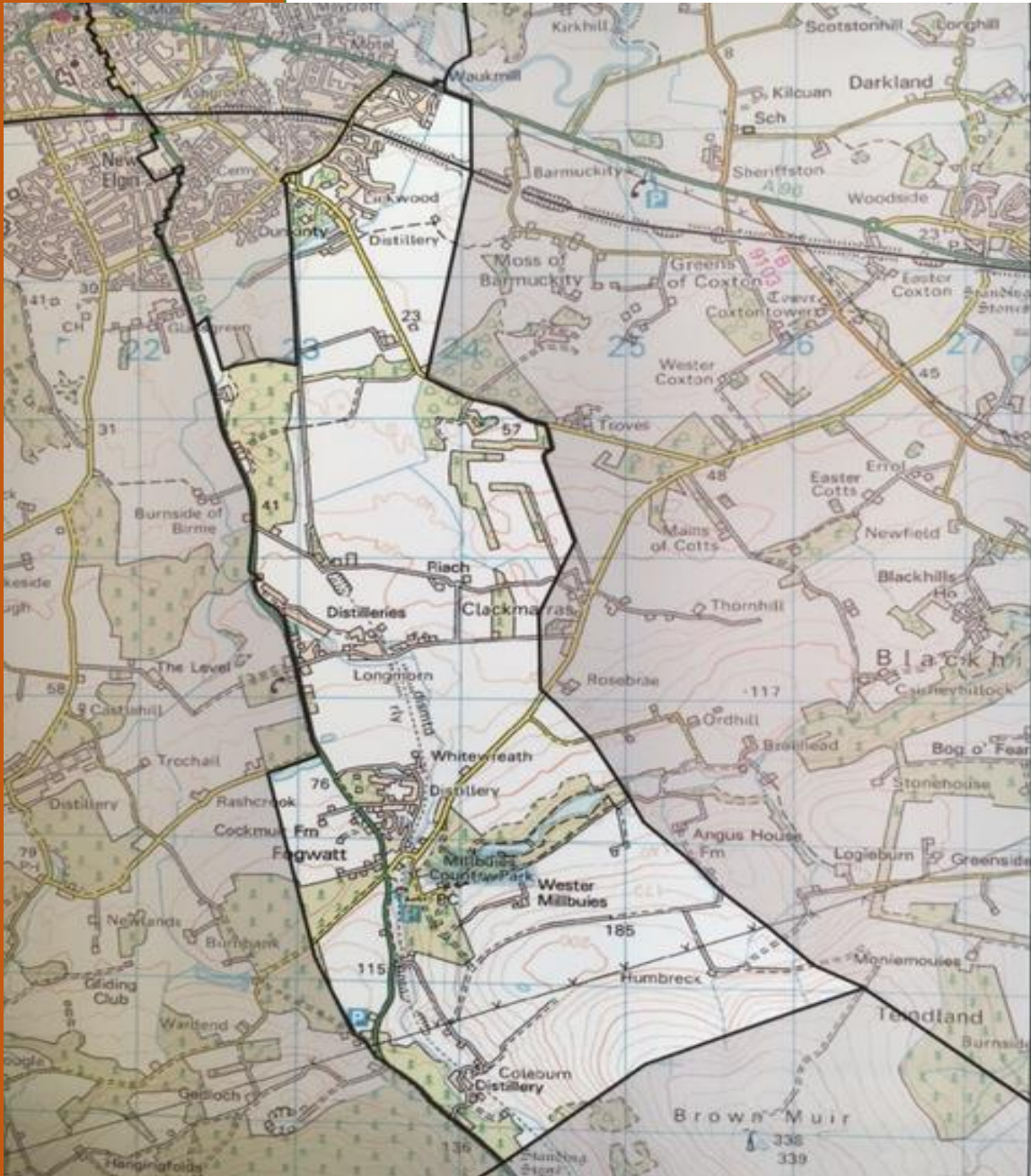


Our new school opened to P1-7 mainstream and Additional Support Needs pupils in January 2021. The adjacent nursery accommodates approximately 40 children. We are a non-denominational Primary School with a current roll of 270 children. The new school building can accommodate approximately 450 pupils with: 2 classrooms per primary stage and an Enhanced Provision, known as The Woodlands for approximately 12 children. The P1, P2, Nursery and ASN provision all open onto outdoor play spaces with the nursery and ASN provision being enclosed by secure fencing and P1 classes opening onto the playground.

Indoors we have a large multi-use dining area with staged seating; early years exploration area; gym hall with changing facility; roof terrace for outdoor learning; life skills room; library; general purpose room and a tutorial area, known as 'The View' for exploration activities. The outdoor space includes an all-weather Multi Use Games Area (MUGA); outdoor classroom and secure wetland area for supervised activities.

Catchment Area

Linkwood Primary School serves the Linkwood area, in the east of Elgin, along with the surrounding rural area to the south-east which includes small settlements at Fogwatt, Longmorn, Millbuies and Coleburn.



For more information on Moray Council School Catchment areas please follow this link

<http://intmaps.moray.gov.uk/imf/imf.jsp?site=services>

At the time of publication, the information contained within this Handbook is correct but it may be subject to change during the current session or in subsequent years. This Handbook has been prepared by the Head Teacher of Linkwood School and follows guidelines set out by The Moray Council and The Scottish Government.

School Dates

Holiday dates can be found on Moray Council's webpage:
http://www.moray.gov.uk/moray_standard/page_55829.html

Session 2021-2022

School Open:

Term 1) 17th August- 8th October

Term 2) 25th October – 23rd December

Term 3) 10th January – 1st April

Term 4) 18th April – 1st July

School Closed:

16th August - In-service day

11th – 22nd October Holiday

15th, 16th November – In-service days

24th December – 7th January

10th, 11th & 14th - February (mid-term)

4th April- 15th April Holiday

2nd May Local Holiday

12th and 13th May In-Service days

Occasional days:

10th February,
2nd May (May Day),

Session 2022-2023

School Open:

Term 1) 16th August- 7th October

Term 2) 24th October – 22nd December

Term 3) 9th January – 31st March

Term 4) 17th April – 30th June

School Closed:

15th August - In-service day

10th – 21st October Holidays

14th, 15th November In-service days

23rd December – 6th January Holidays

10-13th - February (mid-term)

3rd April – 14th April Holidays

1st May Local holiday

11th and 12th May In-Service days

Occasional days:

To be confirmed by March '22

The School Day

Morning	08.50- 10.30	
Break	10.30-10.50	
Lunch	Lunch 1 12.00- 12.45	Lunch 2 12.30-1.15pm
Afternoon	12.45 or 1.15 – 14.50	

Our Staff



Mrs Fiona Stevenson
Headteacher



Mrs Andrea Main
Depute Headteacher



Miss Annelie Graf
Depute Headteacher



Mrs Jenny Morrison
Principal Teacher
Additional Support
Needs



Mrs Elaine Kelly
School Administrator



Mr Les Milne
Janitor

Class Teachers



Mrs Cathy Donegan



Mrs Marcia Prime



Mrs Lisa Goodwin



Mrs Ruth Herschell



Mrs Mandy Anderson



Mrs Vicki Sim



Miss Kirsty Dunlop



Miss Jude MacDonald



Miss Nic Wright



Mrs Nicola Cowie



Mrs Dianne Carter



Miss Amy Conboy



Mrs Nadine Pirie



Miss Robyn Wilson



Mr Chris Lake



Mrs Patricia Flude



Mr Chris
Summerfield

Support Staff



Miss Angela Murray
Playground Supervisor/
Classroom Assistant



Ms Janice Gregor
Playground Supervisor/
Pupil Support Assistant /
Clerical Assistant



Mrs Sarah Murray
Pupil Support
Assistant



Mrs Stephanie Mant
Pupil Support Assistant



Mrs Pauline Hamilton
Playground Supervisor/
Pupil Support Assistant



Miss Eilidh Richardson
Pupil Support Assistant



Josie Mitchell
Pupil Support
Assistant



Mrs Sylvia Hussain
Pupil Support
Assistant



Mrs Alison Millar
Pupil Support
Assistant



Mrs Bev Caudle
Pupil Support
Assistant



Mr Andy MacDonald
Pupil Support
Assistant



Miss Jenna Ward
Pupil Support
Assistant



Mrs Nicola Forteath
Pupil Support
Assistant



Mrs Tracy Loveland
Pupil Support
Assistant



Miss Chloe Lister
Pupil Support
Assistant



Miss Steohanie Russell
Pupil Support
Assistant/ Playground
Supervisor



Ms Lisa Gargaro
Classroom Assistant/
Pupil Support



Our School

Ethos

The children at Linkwood enjoy a very happy, inclusive atmosphere. Your child's wellbeing is at the heart of all that we do. We work hard to inspire children to want to learn by providing fun, challenging and purposeful learning experiences in a secure and welcoming environment. We want our children to be confident and happy in their learning, to know themselves as learners and to have the inner motivation to work hard and to achieve. We want to empower our children to think for themselves and to know that they are valued and respected.

At Linkwood Primary we welcome everybody. Our door is always open to our families and our community, perhaps more virtually in this present time! Parents can contact us at any time if they have a concern and can discuss this with the head teacher or class teacher. If someone is not immediately available, it may be necessary to make an appointment.

Linkwood is a Solution Oriented School which means that we are committed to working out solutions rather than focussing on problems. We work hard to build relationships and to involve the pupils in finding solutions. Staff are very positive, work well together as a team and have high expectations of pupil's achievement and behaviour. These are shared with the pupils.

This underpins everything we do at Linkwood Primary as we endeavour to promote children's development of the four capacities as outlined in the Curriculum for Excellence.

Developing the Four Capacities at Linkwood

To develop as Successful Learners children will experience a planned, balanced and varied curriculum which employs a variety of teaching methods and activities. Pupils are encouraged to be responsible for identifying their next steps and to be aware of themselves as learners.

In order to become Confident Individuals children will receive appropriate support to meet their individual needs and will develop positive attitudes towards their life and work. Their successes will be celebrated and they will be encouraged to lead a healthy and active life.

As Responsible Citizens children will be encouraged to enrich the school and its community by acting responsibly and by valuing the unique culture and traditions of the past. They will take part in decision making in the course of all curriculum and classroom activities. Equal opportunities will exist for all and individual differences of race, culture and belief will be respected and celebrated.

As they become Effective Contributors children will be encouraged to work on their own and also in teams to apply their thinking skills, to create and develop ideas and to solve problems. Encouraging them to think about their learning and how they learn will promote attitudes of self-reliance and enterprise.



Vision, Values and Aims

Our Values: Are for everyone to be

kind responsible positive creative

Our Vision

Is to foster a love of learning and prepare children for the future by equipping them with the skills and abilities to succeed in learning, life and work.

Our Aims

- To create a happy and welcoming environment where everyone feels cared for and valued.
- To ensure that our pupils experience high quality, purposeful and relevant learning and teaching.
- To develop a school community which relates to, and respects the immediate environment, the wider community and the world beyond.
- To fully involve pupils, families and staff as partners to continually develop a forward thinking and improving school.

The Linkwood Way

We have worked with our school community to create a way of being that we expect all our pupils to adhere to, this as know as 'The Linkwood Way'. The children have designed characters to help them remember this and our values. We refer to Linkwood Lily and Linkwood Ninja who help remind us 'This is how we do it here'

We belong to Linkwood Primary

This is how we do it here...

The Linkwood Way

We always show our best Linkwood Way



- One behind the other
- Arms by sides
- Heads held high
- Smile giving
- Calm walking
- Door holding

We have four Linkwood Values

Kind
...to everyone with our words and actions

Responsible
...for ourselves and our actions

Positive
...attitude to our work and to those around us

Creative
...thinking, problem solving, find a solution



Bucket Filling is easy, we try it every day. We say kind things and do kind things, that's the Linkwood Way!

Curriculum Rationale

Our Curriculum Tree on the following page illustrates how we hope to achieve our vision. The main drivers for our curriculum are highlighted in bold:

 *'I am at the centre'*

We understand our children, families and community are at the heart of all we do.

- Our School is friendly and welcoming. We want to ensure our children feel safe, valued and ready to learn by building strong relationships with them and their families so that everyone is a valued member of our school community.
- Our Bucket Filling Philosophy ensures kindness comes first and kind words and actions are rewarded.
- We carefully plan transitions from over 15 nursery providers, from class to class and to our new building so our pupils can feel safe and their learning journey is as smooth as possible.
- We work carefully with our partners to support families and the developmental needs of individuals.
- We offer an inclusive environment where everyone is respected and their learning needs are considered carefully.
- Children are shown dignity and respect by all our staff. Their rights are respected and they have a voice.

 *'I am engaged and developing a love of learning'*

We understand how children learn best and provide experiences and the environment to best support this.

- We offer our children a rich and engaging curriculum, which helps develop creative thinkers and encourages children to consider life beyond Linkwood and the role they have in respecting and protecting their immediate and wider world.
- Our staff are professional, reflective and ambitious and are continuously and actively seeking to move the school forward for the benefit of our children, planning for experiences which evoke wonder and curiosity.
- We embrace our environment and involve pupils in planning the future through floorbook planning and Personal Learning Profiles. Outdoor 'Leading our Learning' sessions and indoor play-based/ exploratory learning opportunities allow children to transfer their learning to real life contexts, deepening their knowledge and understanding.

'I have the skills to be independent'

Our curriculum meets the seven broad principles of the Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance

- Children learn in all four contexts: through the ethos and life of the school; through curriculum areas and subjects; through interdisciplinary learning and through opportunities for personal achievement.
- Pathways for curricular areas are robust and offer clear progressions in learning. Learning is assessed carefully and teaching considers the child's developmental stage in order to build strong foundations. Progress is tracked carefully to ensure learners meet their potential.
- Leadership is fostered at all levels within the school, children and staff with a focus on clear goals.
- Independent Learning is a tool used in every classroom to encourage children to apply their skills in a variety of contexts and have the choice of when and how to do this.
- Experiences are carefully planned to evoke curiosity and motivate independent thinking.
- We have a Pupil Council which represents all classes.
- Personal Learning Profiles illustrate a child's learning journey and allow us all to see the next steps in learning that have been identified between the child and their teacher.

'Where will I go using my Growth Mindset?'

We try to understand the barriers our children might face in their learning and give them tools to overcome these and build resilience.

- We build the child's capacity to manage their emotions and develop resilience so they are better prepared to deal with challenges throughout their lives.
- Children use their Learning Powers to describe the tools they are using to overcome challenge and find solutions.
- We use Zones of Regulation and Emotion Coaching to give children the emotional language to express themselves and help them manage their decisions.

'Where will I work using the skills I learn?'

Equipping our pupils with the skills they need for learning, life and work.

- Ultimately, we want to 'Prepare for the Future' ensuring all our children go on to meet their potential and find success and happiness in their chosen careers as Responsible Citizens, Confident Individuals, Effective Contributors and Successful Learners.
- We teach our children what skills they will need in learning, life and work and help them evaluate which they are strongest at and which they need to develop.
- We engage with employers to ensure our children know about the world of work and understand which skills they will need to work in different environment.

Leading Our Learning

at Linkwood Primary

PREPARING FOR THE FUTURE

My growth mindset helps me learn anywhere

concentrate
be co-operative
Keep Improving
enjoy learning
use your imagination
have a go
be curious
don't give up

Where will I work using these skills?

Self management
Work
Leadership
Thinking
Communication
creativity
Interpersonal
teamwork

I have the skills to be independent

Leaders of Learning
questioning
remember
analysing
understanding
Learning
applying
evaluating
Creativity

enterprise
Life
numeracy
deep thinking
creativity
literacy
technologies
social subjects
health and wellbeing
Leaders of Learning

I am engaged and developing a Love of Learning

Thinking routines
digital Learning
Approaches to Learning
Child led
Independent Learning
play problem solving
Fun
Co-operative Learning
Curiosity

my learning environment
Community and Partners
home
outdoor
curricular areas
ethos and life of school
understanding the world
personal achievement
inter-disciplinary Learning
Connectedness
next steps
Assessment

Tom at the centre

developmental approach

wellbeing
my family

LOVED

relationships
child voice

Bucket Filling

Positive

Creative

Kind

Responsible

Safe Healthy Active Nurtured Achieving Respected Responsible Included

The Linkwood Way



Linkie Burn

Strategic Aims

Moray Council Aims

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

Our aims:-

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

School Strategic Development Plan

At Linkwood Primary, we aim to improve educational experiences for all of our pupils. We have identified a number of improvement priorities. These are:

1. Developing Linkwood's Curriculum with a focus on Literacy, Technology, Maths.
2. Ensure learning and teaching opportunities are rich, engaging, child led and well mapped out across the year.
3. Wellbeing of all at Linkwood supports transitions and focus' on building positive relationships.

Parents as Partners

Parent Council

We are very fortunate to have the support of an active parent council team and wider parent body at Linkwood. We work closely together to benefit our children in many different ways.

The following parents have been elected to represent your interests:

Parent Representatives

Mr Kevin Stewart	Chairperson
Mrs Gillian MacKinlay	Treasurer
Mrs Suzanne Wilson/ Ms Michelle Barr	Secretaries
Staff Members	Mrs Main/ Miss Graf
Head Teacher	Mrs Fiona Stevenson

Meetings are held on a regular basis throughout the year with usually one meeting per term. Parents are notified of meetings through the school newsletter and on Facebook. Information and minutes of the meetings are displayed on the school web-site and are available from the Parent Council.

If you would like to get involved in the work of the parent council please contact the school or Kevin.

The Parent Council exists to support the school in:

- its work with pupils
- representing the views of parents
- promoting contact between the school, parents, pupils and the local community
- reporting annually to the parent forum

Parents as Partners

At Linkwood Primary we have an “open door” policy. You are welcome at any time.

We recognise that you as parents are first and foremost the educators of your children and we wish you to be fully involved in this process in partnership with the school.



Lily

Parents as Partners cont.

Shared Learning

As we navigate through restricted access to school during the pandemic, we have invested in a learning app called SeeSaw. Teachers regularly update the whole class blog illustrating the learning going on and also individual pupil's profiles to highlight progress and next steps. There are also whole school announcements shared to keep everyone updated. We share monthly newsletters to keep everyone updated too.

“ what we like about Linkwood is that learning is fun and exciting and that the children are always willing and are able to tell you what they have been learning.”

Each October and March we have a Parent Meeting where you will have the opportunity to discuss your child's learning journey, progress and next steps.

We greatly value this partnership with parents and ask that you take an active interest in all that your child does and support us in maintaining the high standards set by the school. We welcome any comments you wish to provide in our home/school reading diaries which all the children have.

Volunteers

We are currently restricting access to school for visitors indoors but do invite helpers for outdoor activities.

You or a family member may have a special skill or work in an interesting job which we would love to hear about if you are able to share with children, either online, in class (safely distanced) or as an After-School Club opportunity. Please get in touch if you have.

Parents working directly with children on a regular basis in class or at an After-School Club will be required to be “disclosed” through the PVG (Protecting Vulnerable Groups) Scheme, in line with The Moray Council policy.

Information for Parents and Carers

The Moray Council has produced a “Notes for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education & Social Care, or the Moray Council Internet site www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

School Information

Parents can access the School Improvement Plan and annual Standards and Quality Report from website. A range of information leaflets and parent guides to the curriculum are available from the school office or on our website.

<https://blogs.glowscotland.org.uk/my/linkwoodprimaryschool/about-linkwood/galleries/>

Leading Our Learning

Children enjoy a range and variety of activities which consolidate and deepen their learning ensuring their knowledge and understanding is secure. They are encouraged to lead their own learning by problem solving, sharing ideas, being creative and working as part of a team.

Young children learn best through play and it is evident that they are transferring their learning from the classroom into these exploratory sessions. We refer to these learning experiences as LOLs- Leaders of Learning. LOL sessions are planned indoors and out and often involve cross-stage opportunities. We value opportunities for pupils to build independence and offer a range of 'Independent learning' tasks in every class.

All classes enjoy regular outdoor learning opportunities when they can build and develop key skills which will support them in developing skills for learning, life and work.

The skills for work we focus on are:

- Communication
- Creativity
- Employability
- Interpersonal
- Leadership
- Self- Management
- Teamwork
- Thinking

The children confidently talk about their 'Learning Powers' during their learning activities. Learning Powers help us to be better learners and to have a 'Growth Mindset' when we meet problems and challenges.

You may hear your child mentioning the following learning powers at home. You can find out more about these in our Linkwood Learning Powers booklet which can be found on our website.

- Concentrate
- Don't Give Up
- Be Co-operative
- Be Curious
- Have a Go
- Use Your Imagination
- Keep Improving
- Enjoy learning



Successes and Achievements

Throughout the year our learners enjoy varied opportunities to experience success and achievement. In normal times we have various whole school opportunities and yearly events which encourages our school community to build strong connections.

Term 1

We love welcoming new pupils to our school, this year we welcomed 90 new pupils to P1 to 7 increasing our roll from 175 to 265. We also welcomed 5 new teachers, a 3rd Support for Learning Teacher, 1 new Depute Heads and several Pupil Support Assistants.

To raise money for school funds we hold a Sponsored event in September each year. We had great fun completing an 'Obstacle-athon' this year and raised a wonderful £3500 for playground developments.

P6/7 and P2a are leading us to become a Rights Respecting School. They have led assemblies to keep us informed. P6 and 7 have signed up as 'Rota Kids' to take on initiatives to help those less fortunate. They held a Harvest collection for Moray Food bank and organised a Shoe Box collection to send gifts to children in poorer countries.



Term 2

Our P7 pupils helped lay a wreath from Linkwood at our local war memorial for Remembrance day. This is one of our P7 transition activities.

During term 2 of 2021 the classes work hard to put on a Christmas performance for their families. This year, due to current restrictions each class filmed a section of the 12 Days of Christmas song to share with our families.

This was our first Christmas in our new building. We created beautiful hanging mobiles for our communal area, P1-3 learned traditional Scottish dances with Mrs Maclean for our class parties and our younger classes had a very special visitor come to their party. Each class decided on an act of kindness for our community which we shared with our wider community.



Term 3

In January 2021 we finally moved into our brand new building during Lockdown. Some of our learners attended the first few weeks of term in our Essential Worker Hubs as staff set up the new school and prepared for all classes to come back. We were pleased with the level of engagement from families with online learning and staff and pupils upskilled themselves with new technology apps, techniques and connecting online.

Each year we celebrate Burns Day. All classes learn a short scots poem which they recite. We are usually joined by a member of Elgin Burns Club and the children are presented with certificates.

World Book day in March is a fantastic opportunity for us to celebrate the wonder of reading and enjoying books. This year we shared a story with our friends across the school.

At the end of term 3 2021 we celebrated finally moving to our new school with a day of celebration.



Term 4

During term 4 we enjoyed exploring our new surroundings, especially outdoors. Each class chose an area of the school grounds they wanted to develop and put together a presentation proposing their ideas. The school community voted to create a large sand pit as our first priority.

Mrs Beaton, our English as an Additional Language teacher and Mrs Morrison, our Principle Teacher of ASN helped us to understand how we can communicate with one another through assemblies.

We were finally able to create a space to celebrate one of our first teachers who sadly passed away just before we entered Lockdown. The pupils and teachers all contributed ideas and we have create Mrs Milton's reading corner in her memory.

This year we held a health week with lots of fun sessions planned for all the classes. We had some visitors join us outdoors to lead the sessions. Class sports days were enjoyed and Nick Sharratt, the children's author and illustrator joined us online to help us create characters to illustrate our learning powers.

This was the first year we had P7 pupils. They enjoyed some adventurous activities with groups of children from other schools in the area before the whole school shared good luck messages and we celebrated their time with us at a farewell assembly.



Promoting Positive Behaviour & Building Relationships

Linkwood Primary prides itself in the very strong relationships which are evident throughout the school. Effective learning and teaching is dependent on positive relationships being established at school and classroom level as well as with our families and wider community. In order to support staff and pupils in creating a productive learning environment we need values which are seen as fair, consistent and easily understood by pupils. Our children at Linkwood Primary are encouraged at all times to follow the school values.



We use our school rules to reinforce these values. We have actions that we use to support learners visually.

Rule 1- Kind words, kind actions (Hold hands)

Rule 2- Smart choices (Tap head)

Rule 3- Don't say no, give it a go (Thumbs up)

Rule 4- Follow the Linkwood Way (Chest out, proud)

We have created a 'Building Better Relationships, Learning and Behaviour Policy' which supports a consistent approach across the school.

<https://blogs.glowscotland.org.uk/my/public/linkwoodprimaryschool/uploads/sites/5476/2021/10/07164316/Linkwood-Building-Better-Relationships-Learners-and-Behaviour-A.pdf>

Classroom management is a particular strength of Linkwood and the very good behaviour of our children is regularly commented on. Our children are encouraged to be kind to each other and to be "bucket fillers".

We encourage positive behaviour by using the concept of an invisible bucket to show children how easy and rewarding it is to express kindness, appreciation and love by filling each other's buckets. We teach children how to care and love each other. When they care about others and show that love by what they say and what they do, they will feel good and fill their own bucket too. You can find out more about Bucket Filling at Linkwood here:

<https://blogs.glowscotland.org.uk/my/public/linkwoodprimaryschool/uploads/sites/5476/2020/09/15141020/Bucket-Filling-Parent-Booklet.pdf>

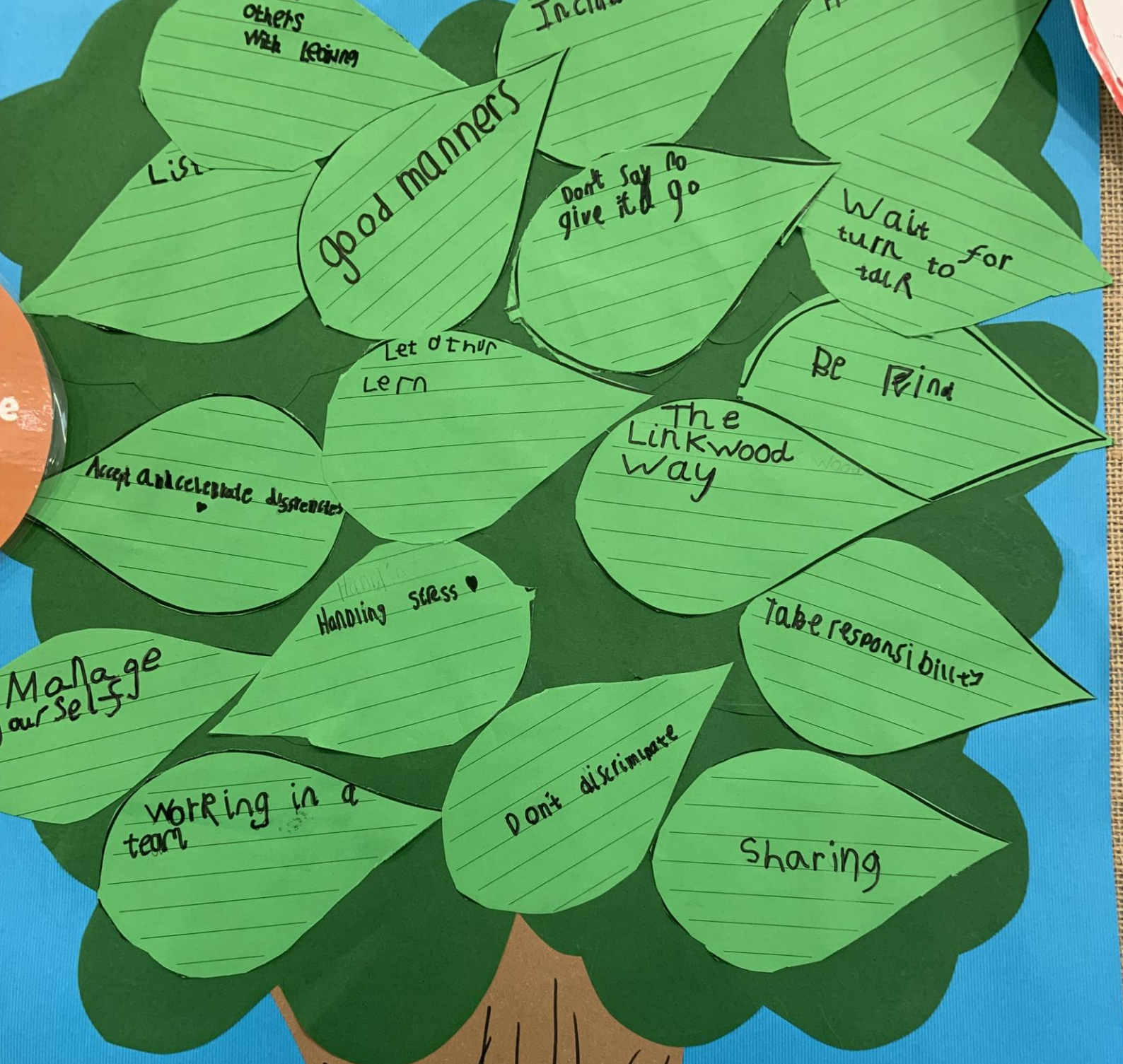
Lunchtimes and breaks are very important times in a child's school day when they are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others. If they remember these values or rules then the usual childhood disagreements can be managed using a solution orientated approach.

If disagreements do occur then staff will take a 'restorative approach', encouraging all involved to find an agreed way forward which may include a consequence if behaviour falls out with our expectations and rules are broken. Sanctions may include:

- Verbal warning for persistent misbehaviour
- Time out from class to calm down
- Time to reflect during breaktime or for some time at lunchtime.
- Phone call to parents
- In some cases, extreme behaviour may lead to exclusion from school

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





Others with kindness

Inclusion

List

Good manners

Don't say no give it a go

Wait turn to talk

Let others learn

Be kind

The Linkwood way

Accept and celebrate differences

Handing stress

Take responsibility

Manage our self

Working in a team

Don't discriminate

Sharing

respect
If you respect someone you admire them and think that their ideas and opinions are important.

Achieving
Respected
Responsible
Included

Safe
Healthy
Active
Nurtured

Bullying

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

Bullying is both behaviour and impact. The impact is a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency.' Bullying takes place in the context of relationships; it is the behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respectme, 2017)

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

- Being called names, teased, put down or threatened face-to-face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face-to-face and/or online)
- Prejudiced-based bullying based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are :

- Age, Disability, Gender reassignment, Pregnancy and maternity, Marriage and civil partnership, Race, Sex, Religion and belief, Sexual orientation

Bullying behaviour is also a breach of the United Nations Convention on the Rights of the Child (UNCRC). Moray Council promotes the values and principles of the UNCRC and supports an ethos of meaningful participation, respect and positive relationships with children and young people. Moray Council recognises that it is every child's right not to be bullied and we must all ensure children and young people are protected from bullying behaviour in order that they feel good about themselves and to give them the chance to achieve all they can in life.

The problem of bullying can only be addressed if the school knows it is happening, **so we need to know**. Parents who are concerned about any incident should get in touch with the school immediately.

Procedures

- Victims of bullying, onlookers or parents should report incidents to a member of staff. This can be done in complete confidence and everyone will receive a sympathetic hearing.
- All reports of bullying will be investigated and recorded.

In many cases the problem is resolved at this stage if the incident is found to be a more general behaviour problem. However, if bullying is happening the following procedures apply:

- The Head Teacher will be informed of all incidents of bullying and will become involved as necessary.
- Parents of victims will be informed of the investigation and the outcome.
- Parents of bullies will be informed of incidents and will be given an opportunity to discuss their child's behaviour and the sanctions imposed.

We expect the co-operation of all parents and children in our efforts to ensure that bullying is not tolerated in our school.

Child Voice

The children of Linkwood are encouraged to share their thoughts and ideas in lots of different ways. Teachers use a variety of methods in their daily practice to capture children's ideas, thoughts and suggestions including self and peer assessment tasks, floorbooks and reflection time during plenaries at the end of lessons.

Self and peer assessment is a key strength of our daily routines and all children are becoming skilled at this. They know their strengths and they can identify what they need to work on next to make an improvement. All children are confident in the use of "tickled pink and green for growth" terminology.

The Pupil Council helps us make decisions about how to improve our school and is involved in decision making for aspects of school.

We now have a range of pupil led groups leading improvements in our new school and community: Eco group, Junior Road Safety Officers, Right Respecting Schools, Digital Leaders, Health group, Outdoor Learning.

Thinking Skills

At Linkwood we place great importance on the development of thinking skills and we integrate "teaching for thinking" approaches into everyday learning experiences. The aim is not to get the "right" answer necessarily, rather it is to help the children make explicit their thinking processes so that they can be applied in similar and in new circumstances.

The development of thinking skills requires a lot of listening and talking. Knowing that their thinking is unique to them and therefore valid, builds children's confidence and they start to listen more carefully to what other children are saying and find that they can get more involved in the discussions and become more confident in sharing their ideas.

As they think and talk about their learning the children become more aware of how they learn and what helps them to learn better. Consequently, their self-esteem is enhanced and their motivation increases.

'See, Think, Wonder' routines take place regularly in all classes to support the learning. You may receive home a 'See, Think, Wonder' prompt to ask questions about your child's reading book. Try using this routine when you go somewhere new or share a story at bedtime.

See Think Wonder



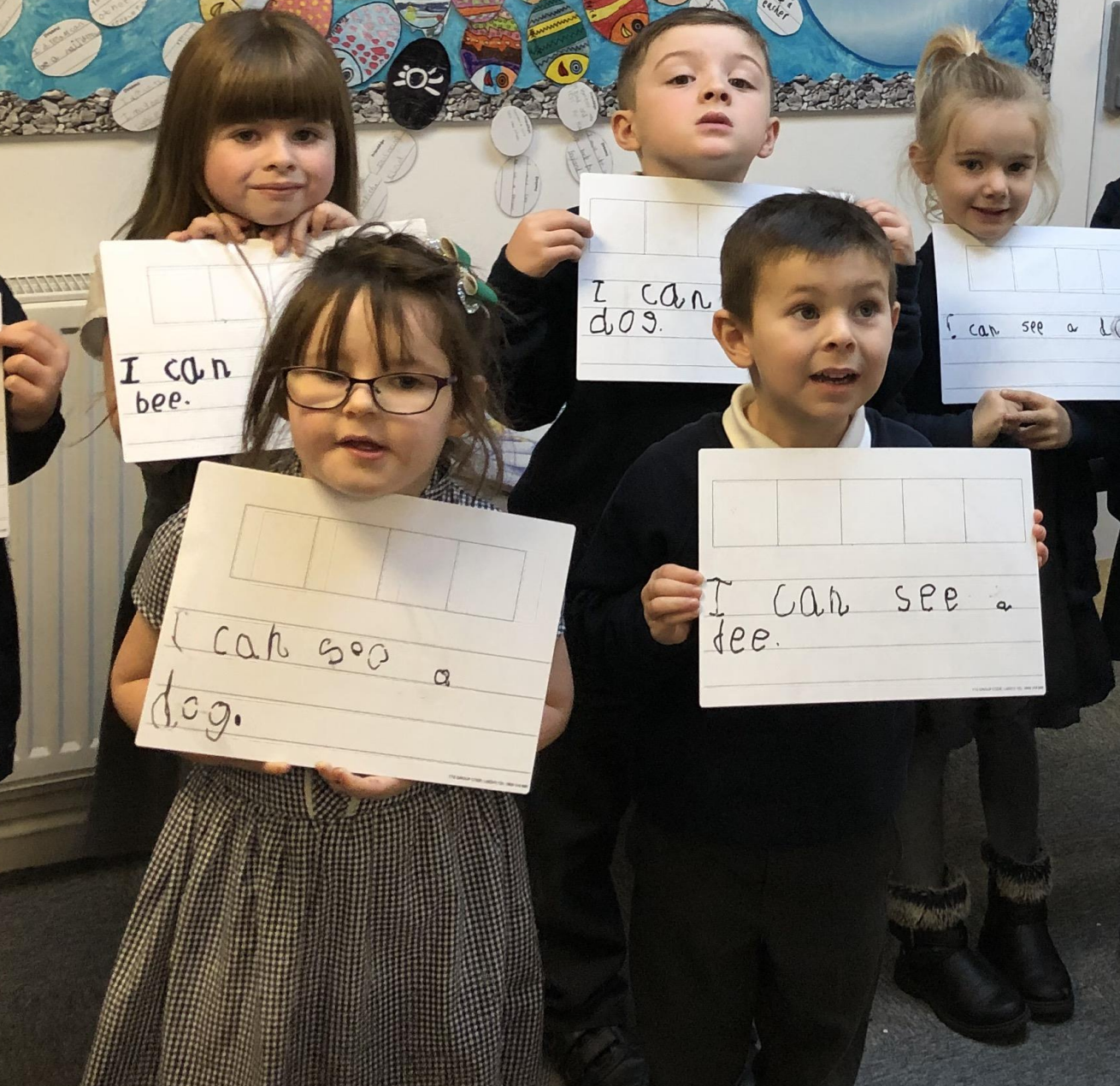
*A routine for exploring works of art
and other interesting things*

PURPOSE: THIS ROUTINE ENCOURAGES STUDENTS TO MAKE CAREFUL OBSERVATIONS AND THOUGHTFUL INTERPRETATIONS. IT HELPS STIMULATE CURIOSITY AND SETS THE STAGE FOR INQUIRY.

MAKING THINKING VISIBLE
Reichman, Chiriac, and Mollenaar 2011



Our Curriculum



Bringing learning to life and life to learning

Curriculum for Excellence (CfE) for all our learners aged 3–18 is now embedded in our schools. The aim is simply to raise standards for our children as we prepare them for the future in our fast-changing world, and to equip them with knowledge and skills for jobs which may not yet exist, whilst ensuring that they have the confidence and self-awareness to make a positive contribution to life in the 21st century.

- “ Curriculum for Excellence places a focus on learning which encompasses
- the ethos and life of the school
 - curriculum areas and subjects
 - interdisciplinary learning
 - opportunities for personal achievement”

(Building the Curriculum 3 June 2008)

The purpose of the curriculum is to help children and young people to become **successful learners**, **confident individuals**, **responsible citizens** and **effective contributors**. These are known as the Four Capacities. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to the needs, strengths and interests of the children.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life situations into the classroom and makes links with knowledge in one subject area to another which helps children to understand the world.

The framework for this consists of Learning Outcomes which describe the expectations for learning and progression in all eight areas of the curriculum. These define the standards and expectations for the whole curriculum.

- Health and Wellbeing – personal, social, emotional and physical
- Religious and Moral Education – religions, values and beliefs
- Languages – literacy, English and modern languages
- Numeracy and Mathematics – number work and problem solving
- Sciences – understanding our planet
- Social Studies – our world past and present
- Expressive Arts – art, drama, music and dance
- Technologies – food, design and IT

All learning at Linkwood takes account of the principles of curriculum design which ensure challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. This ensures that learning is useful and meaningful for our children.

You may find the following link useful for finding out more information [https://education.gov.scot/scottish-educationsystem/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](https://education.gov.scot/scottish-educationsystem/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

Approaches to Learning

Play

'When I play I learn'

Research tells us that children learn best through the medium of play up to the age of 7 when the brain is mostly developed and able to then follow more formal approaches to learning. However, play & exploration continues to support learning at all ages, allowing us to transfer our thinking into different contexts and 'try out' and experiment with ideas and thoughts. There are lots of opportunities for children to learn through play throughout P1-7.

Active Learning

Active learning is learning which engages and challenges children and young people's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- Spontaneous play
- Planned, purposeful play
- Investigating and exploring
- Events and life experiences
- Focussed learning and teaching

All active learning opportunities can be supported, when necessary, through sensitive intervention to support or extend learning. All areas of the curriculum, at all stages, can be enriched and developed through an active approach.

At Linkwood we use active learning and play to engage and support learners.

Outdoor Learning

We have a strong focus on learning outdoors at Linkwood. Learning outdoors can be enjoyable, creative, challenging and adventurous and helps children and young people learn by experience and grow as confident and responsible citizens who value and appreciate the spectacular landscapes, natural heritage and culture of Scotland.

At Linkwood we have regular, planned opportunities for all classes to learn outdoors. We have weekly LOL sessions- 'Leading our learning' in our playground, we use our environment and local community often to support learning and we use our local park and woodland area at Cooper Park to enhance learning too. We are looking forward to embracing our local environment at our new school with easy access to Birkenhill woods, the Linkie Burn and old railway line.



Literacy

Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

The language framework within Curriculum for Excellence is organised into three parts:
listening and talking **reading** **writing**

Within our literacy sessions we develop critical and creative thinking as well as competence in listening and talking, reading writing and the personal, interpersonal and team working skills which are so important in life and in the world of work.

Listening and Talking

Activities are planned which will encourage children to listen and talk individually and in groups for a variety of purposes and to respond to what they have heard. A variety of strategies are used by teachers to ensure that all pupils have an opportunity to contribute to discussions, to perform to audiences and to present their findings in a variety of appropriate ways. Visible Thinking routines are an important toolkit to support this.

Reading

'Learning to read, reading to learn'

We aim to teach children to read confidently, fluently and independently; to understand and reflect on what they have read and to use what they have read to inform future learning.

Children learn the mechanics of reading, 'decoding', through a high quality phonics programme. Daily fun sessions provide opportunities for children to develop the skill needed in order to 'decode' words. Developing comprehension of texts allows readers to move from the learning to read, into reading to learn.

We have a shared school approach to teaching reading and provide clear and explicit advice to parents about how they can best support their child, including an emphasis on reading to, and talking with, their children.

We strive to offer a rich literacy environment that instils an appreciation and love of texts and reading in all its forms, whether for pleasure, leisure or learning.

Jolly Phonics and Oxford Reading Tree are the main reading tools we use and we have a range of comprehension tools including Read and Respond.

Writing

We encourage all our learners to develop into thoughtful readers and creative writers. We provide opportunities for children to develop the tools for writing which enables them to write regularly in a variety of different genres and in various curricular areas through our progressive whole school programme.

We use a range of different strategies including the 'Talk for Writing' approach. Through its multi-sensory and interactive teaching it enables children of all ages and abilities to learn to write a wide range of story/text types using the strategies of:

- * listening to and learning texts and stories;
- * taking part in drama and role-play;
- * drawing and story mapping;
- * collecting words and language strategies
- * building their working knowledge of grammar and punctuation.

We are very enthusiastic about this approach as writing becomes a joint adventure between pupils and teachers.





One day when the beautiful princess was out walking a magic dragon appeared.

Modern Languages



We offer French to our pupils through their daily routine. The main aim is to offer our children the opportunity to learn about and use everyday language in an informal and relaxed atmosphere.

Areas covered include: introductions/greetings, classroom objects, days of the week, months, numbers, parts of the body and family members.

The main emphasis is on the spoken word and opportunities for this are planned through enjoyable activities such as group and class games, craftwork and songs using the delightful Camembear resources.



Maths and Numeracy



Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. It equips us with the skills we need to interpret and analyse information, solve problems and make informed decisions.

The mathematics framework is organised into three parts:

- number, money and measure
- shape, position and movement
- information handling

Looking at real-life problem-solving activities enables pupils to have a clearer understanding of numeracy and mathematics. Children acquire new skills and knowledge more easily when actively involved in their learning. For example, a Post Office or Café creates an opportunity for children to learn how to count and give change. We aim to give our pupils a sound understanding of our number system and to this end we provide a skilful mix of a variety of approaches including:

- active learning and planned purposeful play
- development of problem-solving capabilities
- developing mental agility
- asking children to explain their thinking
- use of relevant contexts
- using technology in effective and appropriate ways
- promoting and interest in and enthusiasm for numeracy



At Linkwood Primary we place a great deal of importance in developing a range of mental strategies which the children can draw on in real life situations. Being numerate helps us to function responsibly in everyday life and contribute effectively to society.

Technologies

The technologies framework at Linkwood has five organisers which offer opportunities for personalisation and choice using many different contexts for learning.

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

Through a mix of interdisciplinary work and discrete subject teaching, we aim to provide challenging activities which involve research, problem solving, and exploration of new and unfamiliar concepts, skills and materials.

We use a range of ICT equipment in our classrooms including interactive smartboards, laptops, iPads, Bee Bots and Codeapillars as well as different apps and websites to enhance learning and teaching and encourage creativity and innovation. Using digital resources in their daily learning enables learners to explore up to date information and experiences.

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale.

We endeavour to provide information for learners and families to use digital resources in a responsible way and with appropriate care.

We have a comprehensive cooking programme for all age groups which helps support the development of key life skills. This will be well supported by our 'Life Skills' room in our new building.



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

The health and wellbeing framework is organised into four parts:

- mental, emotional, social and physical wellbeing
- physical activity and sport
- planning for choices and changes
- relationships

At Linkwood the children experience aspects of health and wellbeing through focused topics and as discrete lessons. Within these topics we often draw on the expertise of others. Specialists within and outwith the learning community work together to ensure that the children learn in the most effective ways.

We believe that physical education is fundamental to the overall physical development and wellbeing of every child. At Linkwood the children encounter a wide range of practical learning experiences, including working on their own, with a partner and in small or large groups. PE takes place both indoors and out. In line with Scottish government guidelines, children receive at least 2 hours of physical exercise a week.

We place a strong emphasis on mental wellbeing and all classes use 'Zones of Regulation' as a tool to learn about our emotions and how we can manage them. You can find more information about Zones of Regulation in our parents guide on our website.

<https://blogs.glowscotland.org.uk/my/linkwoodprimaryschool/parent-zone/zones-of-regulation/>

Learning about the 8 wellbeing indicators ensures children have a sound understanding of how to keep safe and healthy. These indicators are embedded in the range of health and wellbeing lessons children at Linkwood experience. The wellbeing indicators are sometimes known as the acronym

SHANARRI:

Safe Healthy Active Nurtured Achieving Respected Responsible Included

We have based our Relationships, Sexual Health Programme on the Relationships, Sexual health and Partnerships Scotland programme.

<https://rshp.scot>

Each level has resources which support the following areas for each primary stage.

- Physical Changes
- Sexual Health and Sexuality
- Role of Parent and Carer
- Positive Relationships.

On our website you can find information leaflets provided at each Level about *Learning at School* and *Learning at Home* and there is an information powerpoint which may be of interest to you.

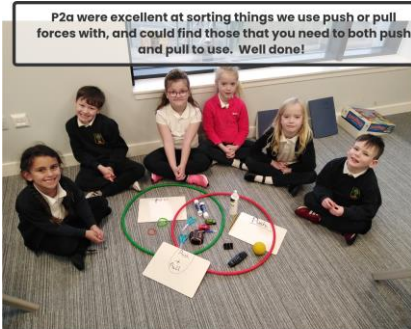
<https://rshp.scot/wp-content/uploads/2019/10/RSHP-School-Powerpoint-to-be-adapted-by-settings.pptx>



Science



P2a were excellent at sorting things we use push or pull forces with, and could find those that you need to both push and pull to use. Well done!



Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and at home.

Through learning in the sciences, children develop their interest in, and understanding of the living, material and physical world. Using the clearly identified organisers of:

- Planet Earth
- Forces
- Biological Systems
- Materials
- Topical Science

Children at Linkwood will engage in a wide range of investigative tasks, allowing them to develop important skills to become creative, inventive and enterprising adults.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

The social studies framework is organised into three parts:

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

At Linkwood, most of the Social Studies curriculum is taught through a theme or topic. More information about this can be found within Interdisciplinary Learning which is explained on page 27 of this handbook

Social studies cover many aspects and it is hoped that through these studies the pupils will develop inquiring minds and a caring attitude to the people and the world they live in. Some topics require visits to places of interest while others are enhanced by inviting members of the community and other speakers in to school to talk to the pupils and share their experiences. The school grounds, Cooper Park, planters and immediate surroundings provide a fantastic natural resource which is regularly used.



Expressive Arts

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. The Expressive arts encompasses the following four subjects:

Art Drama Music Dance

These subjects help to develop creativity, imagination and personal response in each child.

Children at Linkwood enjoy a wide range of expressive art activities. Children learn a variety of traditional Scottish dances within their dance sessions in term 2 which they put into practice at their Christmas parties. The Christmas concert combines dance, drama, music and literacy in a production each year.

Religious and Moral Education

The religious and moral education framework is organised into three parts:

- Christianity
- other world religions
- development of beliefs and values

RME lessons are suitable for pupils of all faiths or those who are non-believers. Children learn about Christianity as well as a wide variety of different religions. Pupils are encouraged to develop respect for others and an understanding of beliefs and practices which are different from their own. Children reflect on their own moral values and develop skills to support them when making moral decisions.

We are in the fortunate position of having a strong relationship with our link church, Elgin High Church and regularly have visits to the church and visits from representatives of the church who come to school to talk to the children throughout each term. If parents do not wish their child to take part in these acts of worship, they must let the school know in writing.

The school welcomes and encourages diversity and individuality while emphasising our values and school rules. It is a very important principle that all members of the school community have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Council's policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available in school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

Interdisciplinary Learning

At Linkwood we ensure children meet all the experiences and outcomes from across the curriculum in a three-year cycle. These are bundled together to create contexts or 'topics' which are relevant to our learners and their lives in and out with school to the wider world. These topics will offer opportunities to explore 'Big Questions', making connections between curricular areas and deepening understanding.

Teachers work with their stage partners to plan and deliver their cross curricular and interdisciplinary learning, focusing on the "big ideas" which bind together the experiences and outcomes within the theme or context.

We encourage children to be involved at the planning stage, discussing what they already know as well as what they would like to find out. There are also elements of the learning where children can pursue their own interests and personal learning choices.

Some of our contexts have included outdoor learning visits to the local area supported by parents or by community partners. Classes often invite parents in at the end of a block of interdisciplinary learning to share with them what they have been finding out and show them their work and the skills they have learnt.

Homework

Homework is a valuable opportunity for parents to work in partnership with the school. Your involvement gives children the reassurance of a consistent, positive attitude from both home and school. Homework activities give children further opportunities for individual work and encourage independent study habits where the children can take responsibility for their learning.

At Linkwood pupils will be required to complete some short weekly homework tasks which reinforce what they are learning in school in Reading, Spelling and Maths. Parents are asked to ensure children complete this homework and sign to show they have seen it.

Reading and Language

Your child in P1-5 will have reading to prepare and their reading record will show the pages required. We ask that you sign this to show you have seen the task and worked on it at home. You are welcome to add comments if you wish. Your help in hearing reading and discussing the content is greatly appreciated, as it helps reinforce vocabulary, expression and fluency.

Numeracy and Mathematics

Children may be asked to complete relevant maths tasks and games. These short activities provide children with valuable practice at home. They also help to give parents:

- an insight into some of the numeracy and maths carried out in school
- an opportunity to talk to the children about maths.
- a focus for communication with the school.

You can access further information about the curriculum and supporting your child on

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

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

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

Progress Meetings and Reporting to Parents

We operate an open-door policy and parents are welcome to come to school at any time to discuss their child's progress. It is advisable to telephone first to arrange a suitable time.

Progress meetings involving pupils, parents and teachers are held in October and March. As well as the more formal arrangements for parents to discuss their child's work and progress with the class teacher, the process of reporting is ongoing throughout the year. Children's learning is shared with parents in a variety of ways such as: SeeSaw learning app, monthly Shared Learning sessions, "Meet the Teacher" in September, school website, presentations/performances, homework tasks, open afternoons, Facebook, Twitter, school events, parent focus groups, Christmas performance and Sports Day. More information about our reporting process can be found on our website.

Throughout the term, teachers and learners will share experiences, achievements and next steps. The teacher will give details of the main learning goals for the class or group in Literacy, Numeracy, Health and Wellbeing and Interdisciplinary learning for the term through a termly class newsletter or 'Sway'. These will be shared with families at the start of each term and there will be an opportunity for families to feedback and share learning from home through SeeSaw Class App.

In addition to this ongoing reporting, a brief report on your child's progress within the levels of Curriculum for Excellence will be issued during term 4.

Assemblies

Weekly assemblies allow the whole school to meet together as a community and to take part in religious observance. The school minister, visiting speakers and the children regularly contribute to assemblies. Any parent/carer has the right to request the withdrawal of their child from the religious observance part of an assembly and should contact the Head Teacher to discuss this request.

Assemblies also allow the school community to celebrate success and achievements both within and out with school. We encourage children to recognise their achievements, however big or small. Families can complete an achievement sheet (with photo if they wish) which is then celebrated at assembly and displayed in school. Parents can support their children by encouraging them to share their achievements and by helping them complete their sheets which are available from class teachers. Some assemblies are 'sharing' assemblies where classes can share what they have been learning with the rest of the school.

Grown ups will

12. We will always be ready to listen.
Have circle time and carpet time so everyone has a chance to talk.

28. We will teach what you need to learn in a nice, fun way.
31. Make sure there is time to play in our school day, and that there are toys to play with.
Help you if you don't have someone to play with.

12. We will not shout out talk over someone.
We will concentrate listen when someone is talking.

28. We will Learn

31. Include everyone.
We will be responsible look after toys and tidy up.

Our Class Promise Primary 2a
Article 12: I have the right to be listened to.
Article 28: I have the right to learn.
Article 31: I have the right to play.

Getting It Right For Every Child

Transitions

Transition from Nursery to Primary 1:

Staff at Linkwood work closely with staff from a variety of Nursery providers to ensure a smooth transition for all pupils into P1. Information is shared with parents in November so that they can make an informed choice about which school to send their child to before enrolment in January.

In the summer term children come to the school on four separate occasions to further gain confidence in school and to meet their buddies who will help look after them when they start school. Parents are invited to an information evening or a further information Sway is shared in May giving detailed information and handouts about the start of school

Transitions between classes:

At the end of each year, children take part in a “step-up” afternoon where they meet their new teacher and classmates for a lesson during the school day.

Pupils with Additional Support Needs who require enhanced transition at any stage are supported with additional activities/visits appropriate to their individual needs. Staff also meet to pass on transition information to the next teacher, both about each child’s learning and progress and pastoral information.

Transition to Secondary School

Pupils from Linkwood will transfer to Elgin High School at the end of Primary Seven. We will ensure that this transfer is as smooth and stress free as possible by having regular meetings with staff from Elgin High School. In the summer term they will visit Elgin High School for a series of planned visits where they get a chance to experience a typical day at the High School and to meet some of the teachers.

Contact:

Mr Hugh McCulloch
High School Drive, New Elgin IV30 6UD
Telephone
01343 545181
Fax
01343 540892
Email
admin.elginhigh@moray-edunet.gov.uk

Linkwood Primary School is a member of the Associated School Groups (ASG) for Elgin South which are:

New Elgin Primary School
Greenwards Primary School
Mosstowie Primary School

Head Teacher: Ms Elaine Milne
Head Teacher: Mrs Sarah Grant
Head Teacher: Mr Gary Forgie

Elgin High School

Head Teacher: Mr Hugh McCulloch

Organisation of classes

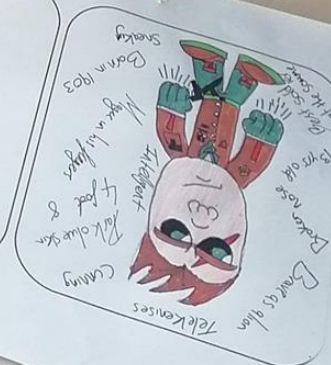
At Linkwood we organise our classes based on children's reading groups to ensure a manageable number of groups for the teacher.

As we grow in numbers, it is likely that we will continue to have "composite classes" which have more than one year group.

All children at Linkwood are likely to be in composite classes at some points during their time here. We will try to put children who are in a composite class into a straight class the following year, although this is not always feasible. For example, sometimes we do not have a straight class for a particular year group, so some children will be in composite class for two or more consecutive years.

Although we understand that parents are anxious about their child's class and sometimes worry about them being in a composite, all our children are taught according to their ability and their needs, whether they are in a straight or composite class.

Classes for the next session are decided in June and children are told their new class on "step-up" afternoon when all of our children move into their new class for the afternoon and meet their new teacher and classmates. We hope not to have to make further changes to the classes, however, it is always possible that classes may need to be changed over the summer holidays. If this does happen, we will notify children/parents who are affected as soon as possible. Similarly, if there are any changes to class teachers, we will let you know.



Additional Support for Learning

Pupils are in mixed ability classes and all of our class teachers plan lessons which are differentiated in order to meet pupil needs effectively.

Some of our children require an additional input from our Support for Learning teacher in order to access the curriculum successfully. Children may be supported either individually or in small groups, sometimes within the class and sometimes in another room. Parents are informed if their child is identified as requiring support for learning and are encouraged to discuss their child's needs with staff.

At Linkwood we have an Enhanced Provision for children with significant Additional Support Needs, it is called The Woodlands. This provision can accommodate up to 12 pupils. It has a large classroom, sensory room, Changing Places changing room, Chill out Space, Sensory Play room. It also has an enclosed garden area. Some of our pupils access some time in the main stream school and some time in The Woodlands.

Some children will have an Individual Education Programme (IEP) which is devised for them and evaluated termly. IEPs are shared with parents and parents may contribute to them.

The school works closely with other agencies such as Early Years Service (EYS), Speech and Language Therapy (SALT), Educational Psychology (EP), Social Work (SW), English as an Additional Language (EAL) and Occupational Therapy (OT).

Multi-agency meetings called Child Planning Meetings may be held for some pupils. Parents, school staff and other agencies who work with the pupil, meet to discuss issues and concerns, what is working well, ideas and actions/outcomes. Older pupils may attend Child Planning Meetings, as appropriate.

Our Home School Link Worker (HSLW) liaises between children, home and school to support children and families and encourages all children to enjoy school and feel safe and secure This support may be for a range of issues such as:

- children who are experiencing difficult times or are withdrawn or anxious
- parents/carers experiencing difficulties with their child's behaviour
- families who are experiencing difficulties such as parental separation, bereavement, mental or physical health issues
- parents/carers whose children are reluctant to attend school

The Depute Head Teachers (DHT), Principal Teacher of Additional Support Needs (PT ASN) and Support for Learning (SFL) teachers meet on a regular basis with class teachers to discuss progress and plan for pupils who receive support for learning and also to identify children who may require support.

Parents who have concerns about their child's progress should make an appointment to discuss the matter with their child's class teacher in the first instance.

Parents can access more information through **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
- A range of clear and easy-to-read guides and factsheets including:
The parents' guide to additional support for learning.

Child Protection

It is everyone's job to ensure that children are kept safe. Schools in Moray follow the National Guidance for Child Protection (2014) and are required to report any suspected child abuse to Police or Social Work.

If you have concern for a child, call duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

If you are unsure or wish to discuss a concern, please speak to the Head Teacher, Mrs Stevenson, who is the Child Protection Co-ordinator in the school. The school has received the latest training in Child Protection so they are confident, well-informed and supported to promote the protection of children. Social Work and/or Police can also be consulted out with school hours if required.

More information can be found on the Moray Child Protection webpage at:

http://www.moray.gov.uk/moray_standard/page_55497.html

Getting It Right For Every Child

Getting it right for every child (GIRFEC) means that children and their families

- understand what is happening and why
- have been listened to carefully and their wishes have been heard and understood
- will feel confident about the help they are getting
- are appropriately involved in discussions and decisions that affect them
- can rely on appropriate help being available as soon as possible
- will have experienced a more streamlined and co-ordinated response from practitioners

The My World Triangle on the adjacent page introduces a mental map which helps us explore a child's experience and identify needs and risks to a child's well-being.

My world triangle



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

The Wellbeing Indicators

There are eight indicators of wellbeing:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

All of these wellbeing indicators are necessary for a child or young person to reach their potential. They are used to record observations, events and concerns and as an aid to creating an individual plan for a child.

Children explore what these indicators mean to them in their lives through their classwork so they are confident talking about their own wellbeing in relation to these indicators.

The Named Person Service

In order to support GIRFEC, all children have a named person. The Named Person Service must be made available to all children from birth to 18 years of age. The Named Person is one point of contact that children and families can go to for advice or support if they need it.

Some children and young people may have temporary difficulties, such as illness, bereavement or moving school, and some may live with challenges such as the effects of disability or long-term conditions. While most will get all the help and support they need from their parents, wider family and community, sometimes they and their families may seek extra support.

The Named Person will provide a consistent approach to supporting children's and young people's wellbeing. They will give children and parents access to help and advice wherever they live in Scotland.

As part of the school's support system we have a legal obligation to make available an identified Named Person for every child and young person in our care. Your allocated Named Person for Primary School aged children is the head teacher, **Fiona Stevenson**. If you have any wellbeing concerns about your child you would like to discuss with your Named Person, please do not hesitate to contact Mrs Stevenson on 01343 547782 or admin.linkwoodp@moray-edunet.gov.uk . We look forward to working together in partnership with you and your family.

During the holiday period the Named Person Service for school aged children will be covered by the Local Authority centrally. The Duty Named Persons can be contacted through the general enquiries line on 01343 563374 or via the generic e-mail address educationandsocialcare@moray.gov.uk.

As always if the Named Person is not available and there is a concern for a child, a call must be made to Duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101.



General Information



Communicating with Families

To allow easier communication by keeping all communication from us in one place for you and to reduce paper, we use the following applications, Parentsportal.scot, Xpressions and SeeSaw. These services reduce the volume of messages/calls into the school, and ensures we do not miss your enquiry.



Parents Portal is linked with Moray Council's mygov.scot service as part of a one stop service and will allow you to:-

- report your child's absence
- view the school calendar
- view your child's class timetable (for pupils in secondary school)
- view your child's attendance
- complete permission slips and consent forms
- update your own as well as your child's details at any time
- access Parent Zone, an information area
- access online school payments e.g. school meals (iPayImpact)

For a smooth registration to the Parents Portal a few checks are required. The details below need to be the exact same as the schools.

- Your child's forename and surname. A common error is the parent is registering with their child's forename, middle name and surname and the school only have the child's forename and surname, or vice versa.
- Parent's mobile number and email address.

You also need to use the same details you used when signing up for your my '**My Account**' on mygov.scot

For further information, guidance and access to **parentsportal.scot**, please click on the link below:-

www.moray.gov.uk/parentsportal

On signing up to the portal, you will be able to link to your child and access the services that are currently available. Please note this service is only available to Primary and Secondary children.

Xpressions is available to download for free from any device store, allowing parents to send/receive free text messages, emails, receive school alerts and links to services.

This service is sent directly to the school using a priority service, which reduces the risk of emails getting lost in the school email box. This applications also allows the school to send emergency alerts to parents without any internet services.

If you have children in different schools within Moray, this app will allow you to view information on multiple children in the same login.

This app keeps all the texts and emails from school in one place and avoids school information getting lost in your general email inbox.

What do I need to do now?

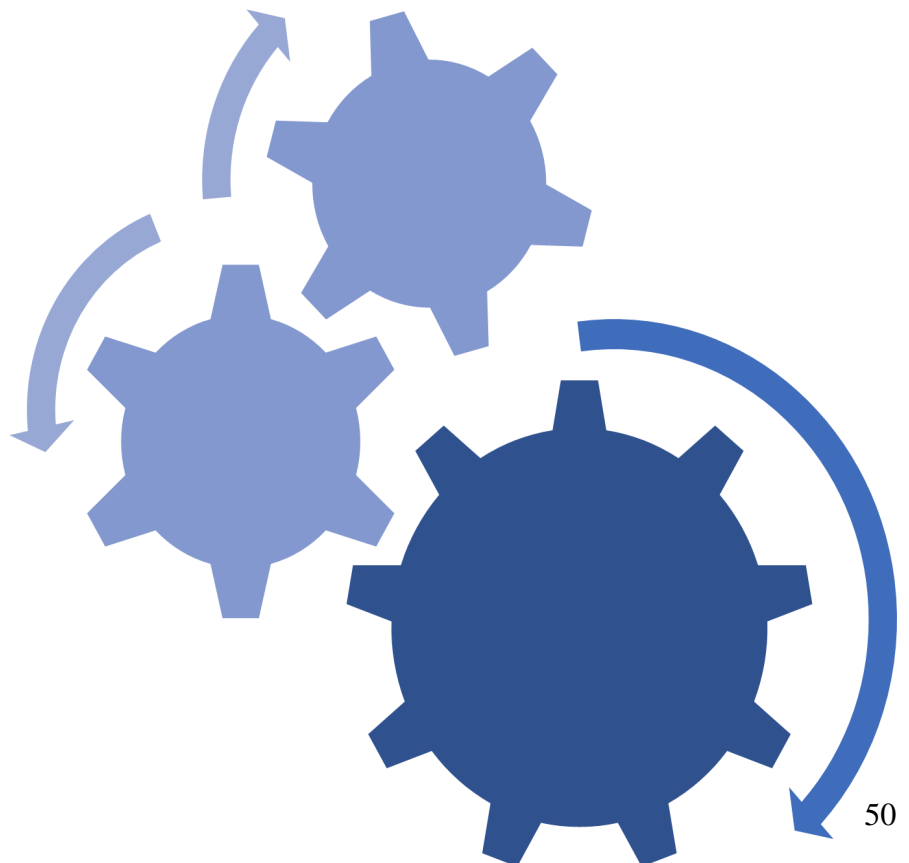
It is vital we have your correct mobile number and email address on our school database to ensure you can use Xpressions. You'll need to make sure you keep these details up to date to maintain access to the service. If you experience any difficulties logging on, please contact the school to make sure they have your correct contact details.

Once set up, you will be able to receive and send 'free' messages to the school.

Further information and guidance is available to view at parents.groupcall.com

We would advise all parents to sign up to Xpressions, where you will find quick and easy links to the parentsportal and other helpful information.

SeeSaw



Enrolment and Induction

Enrolment into P1:

In accordance with the Admission policy of the Moray Council, all children who attain the age of 5 years on or before the start of session date in August should begin attending primary school in August.

Children, who attain the age of 5 years after the start of the session, but on or before the last day of February, may also be enrolled in primary school in August. Parents have the choice however to allow their child to wait a further year before entering school. If in doubt on this matter, please come to the school and discuss this with the head teacher.

In January each year new P1 entrants are enrolled to start school the following August. Further information can be obtained from the School Office. Actual enrolment dates are widely publicised in the local press, shops and libraries.

Children from out with the school's catchment who wish to come to Linkwood School should enrol at the school they are in the catchment of and make a placing request for Linkwood. Decisions regarding placing requests are made by The Moray Council by 30th April.

Between enrolment and the start of session, pupils who have gained a place at the school are invited into the school on several occasions to familiarise themselves with their teacher and surroundings. There are also opportunities for parents to visit the school and a meeting to inform parents about their child's start at school. We aim to make the transition from nursery to school or home to school as smooth as possible for the pupils. We encourage parents into the school at any time and in particular to approach us with any concern they might have.

Regular contact is maintained throughout the session with our nursery providers.

Enrolment into other classes:

Parents and children who are considering coming to the school are always welcome to look round the school and meet with the Head Teacher and should make an appointment through the school office. Children may be enrolled into other classes in the school at any time of the year, for example if they move into the area or if they wish to transfer from another school, providing there is space in the relevant class. Parents wishing to enrol their children should come to the school office to complete the relevant paperwork.

Absences/ Attendance

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 (approved by the local authority) or unauthorised (unexplained by the parent/guardian (truancy) or excluded from school).

If your child is absent from school please contact the school as soon as possible in the morning to explain the absence. If you have not contacted the school and your child is absent, we will contact you and your child's other emergency contacts. It is therefore important that parents keep the school informed of up to date contact details. **If we are not able to contact a parent and we are concerned for a child's safety, the school will contact the police.** We therefore urge parents to contact the school about any absence. We can be contacted by:

Telephone **01343 547782** (normal line) or

The School Information Line: **0870 054 9999**
then enter PIN number **031780** (non-urgent)

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

We would stress that an ill child cannot be happily educated. It is of more benefit to a pupil remaining at home whilst ill than being at school and feeling miserable. We also request that any pupil not able to take part in PE for medical reasons brings a letter to school to authorise this.

If your child experiences vomiting or diarrhoea, following guidance from NHS, we ask that they do not return to school until 48 hours after the last bout of illness.

Family holidays taken during term time are recorded as "unauthorised" absences except in exceptional circumstances.

Uniform

We are very proud of the fact that all children in Linkwood School wear their school uniform almost all of the time. We actively encourage everyone to wear it. The recommended uniform is as follows:



- Grey or Black Trousers / Skirt or Pinafore
- Navy Sweatshirt (School Name/logo)
- White Shirt / Polo Shirt
- Suitable Shoes

Sweatshirts and polo shirts and various other items are available to order from Dallas Design, a local uniform supplier:

<https://www.dallasdesigns ltd.co.uk/index.php/23/535719/>

Please ensure all clothing is clearly labelled and your child can easily identify their own belongings.

Children are also asked to bring:

- A change of indoor shoes/ Gym shoes
- A pair of wellie boots for outdoor learning.
- An old shirt for Art and Craft
- A water bottle with a sports cap
- A reading Book Bag

At the moment, children should wear their PE kit on PE days- tracksuit bottoms, t-shirt and school sweatshirt. There is no need for sports hoodie or top on PE days.

In non-COVID times, pupils should bring:

- Suitable gym shoes for indoors, shorts, t-shirt.
- Appropriately labelled sportswear for PE
- A PE bag (not a carrier bag) for keeping their PE kit together on a peg in school. PE kit should be kept in school all the time and taken home for laundering at weekends and holidays.
- Pupils without a PE kit may not be allowed to participate.
- Jewellery should be removed (or covered) for PE and long hair must be tied back

We ask that pupils do not wear jeans or items of clothing carrying slogans. Football attire may be worn at PE but not as items of clothing in the classrooms. Jewellery and valuables should be left at home.

We stock a selection of pre-loved clothing which families can access by completing an electronic form on our website. We will then put any clothing we have in the sizes you are looking for, home with your child. If you have any good as new clothes you wish to donate, we take donations all year round.

You can apply for a clothing grant for your child if you are receiving certain benefits such as:- (See link on Page 44 of this handbook)

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £16,105 (as assessed by the Inland Revenue)
- Child Tax Credit and Working Tax Credit, with an income below the threshold for receipt of maximum Working Tax Credit (currently set by the UK Government as £6,420)

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a clothing grant for yourself.



Linkwood
Primary

Linkwood
Primary

What to bring to school ...



School bag with: Spare Clothes

For children in P1 please provide a labelled bag containing a complete change of labelled spare clothes to keep in school in case of any accidents.

Gym kit

Please bring a pair of indoor shoes to wear at gym time with a pair of short and t-shirt. Please put all items in a drawstring bag and label all items.



Jacket/Coat

It can be chilly whatever the season so children will need a suitable waterproof jacket with hood.



Accessories

Please provide warm hat and gloves in cooler weather and in warmer weather please include a sun hat and apply sun cream when necessary.



Footwear

We change our shoes when we come into school. Please provide a pair of comfortable, indoor shoes (trainers/ plimsoles) for use indoors. We will also be using the outdoors for learning as much as we can, If possible, please provide a pair of wellies to be left in school.



Water Bottle

Pupils are encouraged to drink water regularly throughout the day. Please provide your child with a named bottle or flask containing **water**, with a sports top.

We discourage water bottles filled with juice as this is not a healthy option, can damage teeth and when spilled is more difficult to clean up.

Snack

We offer all children '**flexible snack time**' so that they can access their snack when they are hungry rather than wait til break time. Please give your child 1 or 2 **small, healthy**, easily managed snack which will help them through to lunchtime, along with a drink of water or juice. Please make sure this will not leak and is put in their school bag, not the blue reading bag. We encourage all our children to eat healthily, please avoid high sugar or high salt snacks.



Navy Blue Reading Bag

All P1 pupils should have a reading bag. These are available to buy for £4 from reception. They are great for keeping reading and library books dry and safe and are used daily for homework tasks.

Looking after our belongings

We encourage all our children to take care of their own belongings and to dress themselves. Please ensure all items are **CLEARLY LABELLED** with your child's name.

Please also ensure your child can put on and take off their own clothing. Laced shoes are not suitable for young children unless they can confidently tie them themselves. Children often don't have all the skills necessary to tie laces until age 6.

Thank you for your support and understanding.

Transport

School Transport

School transport is provided to all primary and secondary pupils who live more than 2 miles from their school, if that is their local catchment school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to 2 miles as appropriate.

All children are expected to display good behaviour on the bus and independently use their seatbelt.

Parking at School

If children are walking to school parents are requested not to arrive before 8.40am.

Parking is not provided for families. There is a drop off zone for children accessing The Woodlands at the front of the school and for the school bus. There is limited drop off spaces and parents are asked not to park here. If these spaces must be used we would ask that you drop your child and leave, do not park and escort your child to the playground. We encourage families to park and stride from Moray Sports Centre. An Active Travel booklet is available in our website showing safe routes to walk, scoot and bike.

School Closure/ Adverse Weather

Occasionally the school may need to close, for example due to severe weather. When this happens, information can be found on the Moray Council website www.schoolclosures.moray.gov.uk/, on Moray Firth Radio and on the school's telephone information line which can be accessed as explained below. If the weather forecast indicates there will be wide spread disruption in Elgin then a decision to close the school will be made in collaboration with the Elgin High Associated Schools group. This will be done as early as possible in the morning.

Should the school ever need to close during the school day, parents will be informed by text message. We urge parents to ensure that the school holds up-to-date mobile numbers for them.

Parents will receive a text to let them know that they should make arrangements to pick up their child as soon as possible. Parents will be asked to let the school know if anyone other than themselves will be picking their child up and this person's relationship to the child. No child will be released to a family friend/ extended family member unless the school have notification/ permission of this from the parent. Parents/ carers will go to their child(rens) class exit door and sign their child out.

If the school is to close but the roads are safe to use and the bus company can allocate a bus, the parents of families who use the bus, will be asked if they wish their child to be taken home by the bus. We will not release children to the bus until all families have been contacted and arrangements agreed.

School Information Line

The school information Line is a facility which can be used to access information about the school e.g. in the event of closure. When severe weather warnings are received, we will endeavour to keep the system updated.

Parents can also leave non-urgent messages, which are forwarded to the school email address in due course; this includes absence notice (option 2 below)

Please note that this is a 0870 service and there is a charge for use. Calls will be charged at 2p per minute service charge plus your call provider's access charge.

1. Dial **0870 054 9999**

2. Enter PIN number: **031780**

You will get a message: "**Selected Linkwood School**"

You will then enter a menu system:

Press 1 – to hear severe weather information

Press 2 – to leave a non-urgent message

Press 3 – to hear general school information

Press 4 – to enter a different school PIN number

Press # - to end call

Please note: Should parents wish to leave an urgent message please speak to someone at the school directly.

If the school is to close for any reason e.g. inclement weather, information can also be found on:

Moray Council's website:

<http://tellus.moray.gov.uk/webapps/schoolclosures/schoolclosures.asp>.

Catering Service

Meals are prepared and cooked daily at Linkwood by the Direct Services Organisation Catering Staff.

The menu for the forthcoming week is displayed prominently throughout the school and a reminder posted on Facebook. Children may choose from a variety of hot meals or a cold buffet. Copies of the 6 Week menu are sent home and are also available on the school's website so that you can help your child make a choice.

All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety.

Children in P1-5 are now provided with Free School Meals. Children in P6-7 can select a meal during registration and families should ensure there are funds in their *ipayimpact*. Further information will be provided to families of children in P6-7 as to how they access their account and how to allocate money to the account.

Pupils may alternatively bring a packed lunch which they eat in the dining hall or may go home for lunch.

Should your child have particular dietary or medical requirements or allergies, it is important to inform school and we will be able to give you details of how to discuss this with the kitchen staff.

All Primary 1-5 pupils are entitled to free school meals. Free school meals for P6-7 pupils and clothing grants for P1-7 are provided to children whose parent(s) receive the following benefits:-

- Income Support*
- Income Based Jobseeker's Allowance*
- Any income related element of employment and Support Allowance*
- Child Tax Credit, but do not receive a Working Tax Credit and who have an annual income (as assessed by the Inland Revenue) of below £16,105
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420
- Guaranteed Pension Credit
- Support under Part V1 of the Immigration and Asylum Act 1999.



Supervision

In accordance with 'The Moray Council's Policy', we have an allocated provision for Children's Supervisors and Lunchtime Auxiliaries.

Children are supervised during break periods, and during the lunch interval, in particular within the school dining area. There is no supervision for pupils before 8.50am.

Water Bottles and Snacks

Pupils are encouraged to bring water bottles to school for use in class. These should be named and should only be filled with water, not juice.

We encourage 'flexible snacking' so that your child can have their snack when they are hungry during the school day. Please provide a healthy snack for them to have.

Children may also bring a drink and a snack to school to have at break time. Lollipops are not permitted for safety reasons and sweets are discouraged.

Complaints Procedure

Parents are encouraged to discuss any concerns or issues with their child's class teacher in the first instance. Parents may speak to the head teacher if they wish the matter to be pursued further.

If the matter has been dealt with by the head teacher and a parent feels that the matter has not been dealt with satisfactorily, the parent has the right to make a complaint to The Moray Council.

Medicines in School

If your child requires medication during school hours, please contact the school for guidance.

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

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

Privacy Statement

Linkwood Primary 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 Linkwood Primary 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 Linkwood Primary.

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, Linkwood Primary 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.

Web Links

The Moray Council:

<http://www.moray.gov.uk/index.html>

Linkwood School Website:

<https://blogs.glowscotland.org.uk/my/linkwoodprimaryschool/>

Education Scotland:

<http://www.educationscotland.gov.uk/>

Eco Schools:

<http://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools>

Internet Safety for Parents:

<https://www.thinkuknow.co.uk/Parentsold/>

Scottish Parent Teacher Council:

<http://www.sptc.info/>

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

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 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

