

Riverbank Primary School and Nursery Class



School Handbook Session 2025 – 2026



**Riverbank Primary School and
Nursery Class**



R- Respect P-Play S-Safe N-Nurture C-Caring

♥ Many Hearts Make Our Family ♥

Contents

Head Teacher's Introduction	Page 3
Our Vision, Values and Motto	Page 4
School Information	Page 5
Our Staff Team	Page 9
Opening Hours	Page 10
The School Year	Page 11
Transfer Arrangements & Enrolment	Page 13
Equal Opportunities	Page 15
A Curriculum for Excellence	Page 16
Additional Support Needs	Page 22
Improvement Planning	Page 24
Homework	Page 25
School Ethos	Page 25
Spiritual, Social, Moral & Cultural Values	Page 26
Extra-Curricular Activities	Page 26
Freedom of Information	Page 27
Data Protection	Page 27
Transferring Educational Data About Pupils	Page 29
Safeguarding	Page 30
Discipline	Page 31
Partnerships Between Home & School	Page 35
Attendance	Page 37
Clothing & Uniform	Page 38
School Meals	Page 40
Placing Requests	Page 41
Transport	Page 42
Medical & Health Care	Page 42
Sharing Information in Emergencies	Page 43
The Parent Forum	Page 43
The Parent Council	Page 43
Supervision in Non-Class Times	Page 44
Transferring to Secondary School	Page 44
Useful Contacts	Page 45

Dear Parent/Carer,

We welcome you and your child to Riverbank Primary School and Nursery Class and we hope that you find this handbook useful and informative.

Starting a new nursery and/or school is a big step in your child's life and we hope to make the transition as smooth as possible. We hope that your child will be happy here, and that you will work in partnership with us so that your child will gain maximum benefit while here with us.

We hope to foster in your child positive attitudes to:

- learning
- other children in the school
- all staff and adults connected with the school
- the school building
- our community
- the environment

and most of all

- themselves



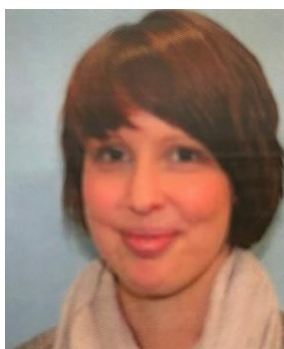
We aim to do this by having positive attitudes to these things ourselves and by offering to your child a wide and varied curriculum which will be interesting, informative and suited to the needs of your child.

We are always aware that many parents have had little or no contact since their own school days and with the many changes in education over the years there may be some aspects with which you are unfamiliar. This school handbook addresses some of these issues but cannot hope to give you a complete picture of the school and its work. It is important therefore that you should feel free to visit the school at any time and we will endeavour to ensure that any enquiries are dealt with speedily and courteously.

We believe that education is a partnership between home and school and recognise the key role of parents in the education process. We look forward to your support and co-operation.

Yours sincerely,

Mrs Helen Paterson
Head Teacher



Riverbank Primary School and Nursery Class: Our Vision, Values and Aims

Developed by and shared with staff, learners, parents/carers and those with whom the school/centre works in partnership. We all agree that Riverbank Primary School and Nursery Class will be a dynamic place where everybody believes in the opportunity to learn.

Our Vision:

We aim to provide a nurturing, stimulating and rewarding environment where, through a balanced curriculum, excellent teaching and learning and a caring community, each individual's abilities, talents and skills can be developed in order to achieve their full potential.

Our school is a place where happy memories are made. Each child is safe, cared for and learns to care for others; is valued for being themselves; is supported in learning to make the right decisions and challenged to be the best they can be. This vision is underpinned by our shared 'Riverbank Values'

Our Values:

R- Respect

P- Play

S-Safe

N-Nurture

C-Caring

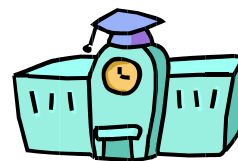
Our Aims:

- To enable our children to reach their maximum potential educationally, socially, and emotionally in a safe, happy, secure mutually respectful and trusting environment thus encouraging them to be confident individuals
- To foster independence, resilience and the development of positive attitudes in order to 'Get it Right for Every Child' to ensure our children feel accepted and valued.
- Provide skills, confidence and support to embrace challenge through providing experiences which enable and encourage our children to be successful and reflective learners.
- To strive to create and maintain positive partnership with parents, carers and the whole school community where each plays a vital role in the development of our children's moral and social values in order that they become responsible citizens.
- Provide learners with a broad curriculum to foster lifelong knowledge and skills for a world of work and beyond.
- Foster an ethos of achievement and attainment for all within and beyond the school community, celebrating personal achievements and providing successful learning experiences to engage and challenge all.



Section 2 School Information

School Name	Riverbank Primary School and Nursery Class
Address	Paddock Street Coatbridge ML5 4PG
Telephone number	01236 794894
E-mail address	enquiries-at-riverbank@northlan.org.uk
School Website	https://blogs.glowscotland.org.uk/nl/Riverbankpsnc/
Twitter	@RiverbankPSNC @RiverbankNC



Non-denominational

Co-educational status

Planning capacity	500
Current working capacity	500

Nursery Capacity	24 Full Time, Term Time Children (8.45am-2.45pm) 32 AM children 32 PM children
------------------	--

Capacity is 56 children at any one time.

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Stages covered	Primary 1 – 7 Nursery 3-5 Years old
----------------	--

Present Roll of School 348

Present Roll of Nursery 88 children

Current class structure:

Primary 1C	Primary 5SH
Primary 1H	Primary 5SM
Primary 2/1	Primary 6C
Primary 2H	Primary 6N
Primary 3/2	Primary 7/6
Primary 3D	Primary 7S
Primary 4/3	
Primary 4C	
Primary 4H	Nursery Class- 3-5 Year Olds

Several classes are composite classes. A composite class is a class where children of two or more year stages are grouped together to form a class. Composite classes are normally formed on the basis of language and/or maths

working groups. This means that pupils working at roughly the same pace and level in language and/or maths are grouped together. Such an arrangement makes for the most efficient use of teaching resources.

When forming classes for a new session we take the following into consideration:

- Primary 1 should not exceed 25
- Classes in P2 - P3 should not exceed 30 in number
- Straight classes in P4 - P7 should not exceed 33
- Composite classes from P1 - P7 should not exceed 25

Opening in August 2023 we are a brand-new state of the art community facility. Attached to the school is a community hub, available for use by the school and nursery and which is available for hire. Our school building offers excellent facilities for our children, including 18 class bases, open areas, STEM room, Music zone, multipurpose room, separate gym hall, with stage, and dining room. On each floor of the school, we have a shared space to offer a quiet zone for support for learning, a dedicated Nurture Space and open areas. We also have a cooking classroom off the dining room and a 3G pitch and separate MUGA pitch outside.

Letting procedures - Any community organisation wishing to use the school premises must apply for a school let. Further details can be obtained from the school office.

Associated
Secondary

Coatbridge High School
17 Park St.
Coatbridge
ML5 3NH
Tel 01236 794848



Section 3 Our Staff

Head Teacher: Mrs Helen Paterson (Primary 5-7)
Depute Head Teacher: Mrs Roberta McAvoy (Nursery and Primary 1)
Principal Teachers: Mrs Karen Johnston (Primary 2-Primary 4)



Remits of Promoted Staff for Session 2023-2024

Mrs Paterson

Head Teacher Remit – Overall responsibility for leading and managing the school and nursery class. Specific Responsibilities include:

- Line Manager of Teaching staff, Early Learning staff, Office staff and Support staff.
- Monitoring and Quality Assurance of Learning and Teaching P5, P6 and P7
- Overall responsibility for School Improvement Planning and Reporting.
- Staff Professional Review and Development
- Continuing Professional Learning Co-ordinator
- School and Nursery Policy
- Positive Behaviour Management
- Pupil Pastoral Care
- Staff Welfare
- Finance and Budget
- Advisor to the Parent Council

- Child and Adult Protection Co-ordinator
- Pupil Attendance
- Staff Absence Management
- Out of School Hours Learning Co-ordinator
- Community Liaison
- Health and Safety
- Fire Safety
- Pupil Council
- Transition P7- S1 and liaising with associated secondary school.
- Organising Residential Outings- P7

Mrs Roberta McAvoy

Depute Head Teacher Remit – Assist the Head Teacher, to deputise for the Head Teacher in the conduct of the affairs of the school and all duties. Specific Responsibilities include:

- Day to day responsibility, management and leadership of all staff, pupils & parents for both, school & nursery in the absence of the Head Teacher
- School Improvement Planning and Reporting- Literacy
- Monitoring and Quality Assurance of Learning and Teaching Experiences -Nursery and P1
- Nursery Staff Professional Review and Development
- Positive Behaviour Management
- Pupil Pastoral Care
- Staff Welfare
- Finance and Budget
- Parent Council Member
- Pupil Attendance
- Health and Safety
- Early Level Responsibility- Nursery and Primary 1- Pastoral Care and Transition
- Reading Committee

Mrs Karen Johnston

Principal Teacher Remit – Assist and, where necessary, to deputise for the Acting Depute Head Teacher in the conduct of the affairs of the school and all duties. Specific Responsibilities include:

- Pastoral Care and Positive Behaviour Management- specifically for P2-4
- Numeracy Coach
- Digital Coach
- School Improvement Planning and Reporting
- Monitoring and Quality Assurance of Learning and Teaching P2, P3 and P4
- First Aid
- Out of Hours Learning
- Support for Learning/ P2-4 Nurture Provision

Current Classes:

P1C- Mrs Audrey Clement
 P1H- Mrs Liz Halkett
 P2/1- Mrs Jenny O'Donnell (Ms Heather Fraser- Friday)
 P2H- Miss Sophie Hanlon (Probationer) Miss Margaret Mary Willaims (Mentor)
 P3/2- Mrs Celine Craney
 P3D- Mrs Bethany Dougall
 P4/3- Mrs Victoria Laird (Mrs Gemma Leggat- Monday)
 P4C- Mrs Yvonne Cross
 P4H- Mrs Clare Louise Harley (Mon-Wed) Mrs Gemma Leggat (Wed-Fri)
 P5SH- Mrs Marion Shaw
 P5SM- Mrs Angela Smith
 P6C- Mr Michael Cookman
 P6N – Mrs Shona Newall
 P7/6- Mrs Mhairi Urquhart
 P7S – Mr Iain Sidlo

NCCT - Ms Elisabeth Smyth

Primary 4-7 Literacy and Numeracy Support and Challenge- Mrs Elizabeth Steele & Mrs Stephanie Bonner

P1-3 Literacy and Numeracy Support and Challenge- Ms Heather Fraser and Ms Margaret Mary Williams

Total number of teaching staff 19.56 FTE



We have a full time equivalent staffing level of 19.56FTE. This is adjusted each session to take account of the number of children who attend our school.

Composite classes are formed on the basis of groups of children who are working together in language and maths at particular stages. Our approach to the formation of these classes is in line with North Lanarkshire Council's policy. All parents are issued with an information letter from the Head Teacher in June to explain how classes are formed for the following session. This information is also published on the school website.

* Teachers have a total class contact time of 22 ½ hours under the McCrone Agreement. At present, **Miss Smyth** is responsible for delivering aspects of the curriculum for the remaining 2 ½ hours.

Nursery Staff

Headteacher Mrs Helen Paterson

Depute Headteacher Mrs Roberta McAvoy- responsibility for Early Level- Nursery and Primary 1

Miss Amy Brown	Principal Lead
Miss Jillian Hogan	Principal Lead
Miss Val Newbigging	Early Years Lead Practitioner
Mrs Arlene Cameron	Early Years Practitioner
Mrs Lorraine Gilmour	Early Years Practitioner
Mrs Nahid Khan	Early Years Support Worker
Miss Kirsty Houston	Early Years Support Worker
Mrs Angela Armstrong	Early Years Key Worker
Ms Ashley Smith	Early Years Key Worker
Mrs Claire McIlroy	Early Years Support Worker
Ms Morgan Harper	Early Years Support Worker

Our nursery school could not operate without the ancillary staff -

Office Staff

Mrs Lesley Muir	Senior Clerical Assistant
Miss Siobhann McClory	Clerical Assistant
Mrs Christina Murnin	Clerical Assistant

Janitor- Mr Craig Millen

Catering Staff-

Susan Morrow	Catering Manager
Tracy O'Shea	Catering Assistant
Tracy Lyons	Catering Assistant
Tricia McMurray	Catering Assistant
Corinne Skiffington	Catering Assistant
Maria Muir	Catering Assistant
Marion McKenzie	Catering Assistant

We have several other regular visitors to the school:-

Ms Susan Neary is our Educational Psychologist and she visits the school and nursery class regularly.

Mrs Heather Ewart is our Kodaly teacher- a music programme for our P5 children.

Ms Elaine Smith visits regularly to offer opportunities for brass instrument tuition.

Ms Emma Moverly visits regularly to offer opportunities for woodwind instrument tuition.

Our school could not operate without the ancillary staff -

Support Staff-

Mrs Kate Adam	Classroom Assistant
Mrs Karen Dick	Classroom Assistant
Mrs Jacqueline Docherty	ASNA
Mrs Linda Peat	Breakfast Club Assistant/ Lunchtime Assistant

Office Staff

Mrs Lesley Muir	Senior Clerical Assistant
Miss Siobhann McClory	Clerical Assistant
Mrs Christina Murnin	Clerical Assistant/ Lunchtime Assistant

Janitor- Mr Craig Millen

Catering Staff-

Susan Morrow	Catering Manager
Tracy O'Shea	Catering Assistant
Tracy Lyons	Catering Assistant
Tricia McMurray	Catering Assistant
Maria Muir	Catering Assistant
Marion McKenzie	Catering Assistant

Section 4 School Hours and Out of School Care

School Hours	Opening	9.00am
--------------	---------	--------

Interval	10.30am-10.45am
Lunch	12.30pm-1.15pm
Closing	3.00pm



Nursery Hours	Morning Session	8:00am– 12:45pm
	Afternoon Session	1:15pm – 6:00pm
	Term Time Session	8:45am – 2:45pm

All P1 pupils will require to attend full-time from first day of session.

We like your children to be on time but remember it's better to come late than not come at all. Please try not to have children arriving too early in the playground in bad weather; five minutes before the bell rings will do very well.

An adult presence is provided in playgrounds at breaktimes in terms of the schools Safety and Supervision of Pupils (Scotland) 1990 Regulation. Auxiliary Staff and members of the Senior Leadership Team provide this supervision.

North Lanarkshire Council offers several models for 1140 hours provision. The council is in a framework agreement with a number of partner providers (private, voluntary and independent nurseries and childminders), and this offers flexibility for parents/carers in how they use their 1140 hours.

Council nurseries offer the following options:

Term Time 38 weeks: 6 hours per day, over 38 weeks of an academic school year.

Full-Time 48 weeks: 4 hours 45 minutes sessions per day, 5 mornings, 8.00am to 12.45pm or 5 afternoons, 1.15pm to 6.00pm.

Parents/carers can select for example a provider that offers AM and PM placements within a Full-Time provider but only select to utilise it over 38 weeks. The remainder of funding may be utilised for a split placement with another provider.

Mixed Models: Offering a choice of Term Time sessions or Full-Time sessions.

We are a mixed model nursery.

Out of School Care:

This is available from Private Companies:

Sikeside & Carnbroe After School Club: Louise 07835 064593 / Karen 07946 605728

Clydesdale After School Care is run from The Time Capsule. They can be contacted on 07980686705 or 01698 352270

Both companies collect from Riverbank Primary School at the end of the school day.

Section 5 School Holidays

Proposed school term dates 2025/2026- Please See NLC Website for further details:

[School holidays and term dates | North Lanarkshire Council](#)



August 2025

- Tuesday, 12 August 2025 (Return date for Teachers & In-Service Day)
- Wednesday, 13 August 2025 (In-Service Day)
- Thursday, 14 August 2025 (Return date for Pupils)

September 2025

- Friday, 26 September and Monday, 29 September 2025 (September weekend holiday)

October 2025

- Monday, 13 to Friday, 17 October 2025 (October Week)

November 2025

- Monday, 17 November 2025 (In-Service Day)

December 2025 - Christmas and New Year

- Schools close at 2.30 pm on Thursday, 18 December 2025
- Monday, 22 December 2025 - Friday, 2 January 2026 (Christmas holidays)

January 2026

- Schools return on Monday, 5 January 2026

February 2026 Midterm Break

- Monday, 16 February 2026
- Tuesday, 17 February 2026
- Wednesday, 18 February 2026 (In-service day)

April 2026 - Spring Holiday (Easter)

- Schools close at 2.30 pm on Thursday, 2 April 2026
- Monday, 6 April - Friday, 17 April 2026 (Spring Break)
- Schools return on Monday, 20 April 2026

May 2026

- Monday, 4 May 2026 (May Holiday)
- Thursday, 7 May 2026 (In-service day to coincide with Scottish Parliamentary election, but may be subject to change)
- Friday, 22 May 2026 and Monday, 25 May 2026 (May Weekend)

June 2026

- Schools Close at 1pm on Friday, 26 June 2026

Section 6 Transfer Arrangements and Enrolment

Registration for infant beginners always takes place in January. An advertisement regarding Pupil registration appears in the local newspaper detailing the dates in January.



Parents concerned should contact the school to confirm arrangements for registration. Each child's birth certificate and proof of address should be produced.

A short note will be sent out to the parents of our present pupils asking them to bring the registration arrangements to the attention of any neighbours or friends who have children of age to start school.

We enrol all children living in the Riverbank area who:

- will be five years old by the registration date and who are not already attending school.
- will reach the age of five on or before the last day in February of the following year.

Each child in our new intake is invited to visit the school and the classes following enrolment. Details of our transition programme and full schedule of visits is issued in March with information for starting Primary 1. We also have meetings for parents in June to talk about the children's first few weeks in school and introductory information is given. It would be very helpful if all children coming to school could do the following things:

1. Remove outdoor clothes and hang them on a peg.
2. Dress and undress for P.E.
3. Use a knife and fork.
4. Use the toilet properly.
5. Wash and dry hands and face.
6. Tidy up after using toys, books and equipment.
7. Tie shoelaces.



If your child is transferring into our school, you are invited to meet teachers, to visit our resource rooms and to have a look at the books and equipment we use. Please telephone for an appointment. (01236 794894)

You have the right to make a placing request for your child to be educated in a school other than their local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Head Teacher. All placing requests details and procedures are available from the school or the North Lanarkshire Councils website. (www.northlanarkshire.gov.uk)

Parents and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school, special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

Our CLD Schools Worker, Vicky Marshall runs a transitional programme workshop for pupil and parents in May – June and during the Summer holidays. Any parent wishing to enrol their child at any other time during the year can do this by contacting the school to arrange an appointment with the Head Teacher.



Nursery Admission Policy

All nursery places are allocated in line with the council's admission policy. Our nursery and office staff will be happy to advise you how this policy operates when you apply for a place for your child. A leaflet detailing the council's

policy is also available from all establishments. If you require a copy, please ask for one. An admission panel will meet at regular intervals throughout the year to decide how nursery places will be allocated. The panel will consist of Heads of Early Years Establishments in the area, the Early Years Officer and representatives of the other agencies involved in supporting children and their families, e.g. Social Work Department, Health Board, etc.

Transition Starting Nursery

As you settle into Riverbank Nursery Class we will aim to:

- offer a relaxed, welcoming environment where everyone feels valued, happy and safe.
- recognise and support the emotional, social and academic needs of your child as they arise.
- work in partnership with families to ensure we are best meeting your needs during this time of change.

Starting P.1

Due to Riverbank Nursery Class being located within the primary school building, transition for most of the children going into the Primary 1 class is smooth and seamless. However, Riverbank staff put a great deal of effort into developing strong links between associate nurseries to ensure that all children, and not just those attending Riverbank Primary Nursery Class, experience the same quality of transitional care. A Primary 1 teacher visits each child within their nursery environment and liaises closely with each child's Nursery Keyworker. We also offer parent and child workshops in the term prior to the children starting school.

Starting S.1

Riverbank Primary School has established a strong partnership with its associated secondary school, Coatbridge High School. Beginning in Primary 6, pupils take part in an extensive high school experience timetable which includes tours of the school and taster lessons as well as many opportunities to take part in organised events and learning experiences. These experiences help to prepare pupils, and parents, for a smooth transition between primary and secondary and strives to provide the children with a continuity of learning.

Section 7 Equal Opportunities and Social Inclusion

Equal Opportunities and Social Inclusion

- We provide for all pupils, regardless of gender, race, ethnicity, religion or disability.
- We are mindful of the difficulties some groups can face and we ensure that any obstacles to them are removed.
- We value each pupil's worth.
- We are aware of personal prejudices and stereotypical views and we avoid labels related to these.

Procedures for dealing with racial harassment

- Pupils are encouraged to speak to an adult if they have been involved in an alleged racist incident.
- This information is then passed on to the headteacher who takes this seriously and investigates the alleged incident thoroughly.
- If the allegation is deemed to be of a racist nature, a discussion on the seriousness of this type of incident takes place.
- It is then logged and parents of all pupils involved in the incident are informed of the seriousness of the behaviour and the detrimental effects it may have both within the school and the wider community.

When managing racist incidents, we have 3 aims:

- To protect the victim or potential victims.
- To make clear the unacceptability of racist attitudes and behaviour.
- To promote attitudes of acceptance, open-mindedness and co-operation.

Whilst responding to a racist incident is essential, it is equally critical that we are proactive in teaching pupils to challenge racism. This is taught across curricular areas especially personal and social development and religious and moral education. We have participated in the “Show Racism the Red Card” campaign and competition, “One Scotland, Many Cultures” poster campaign and we involve the community policeman and people many cultures and nationalities in our assemblies and class discussions as much as possible.

The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

The Equality and Human Rights Commission’s Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>



Section 8 Curriculum for Excellence

What your child will learn at school - We offer a full curriculum based on Curriculum for Excellence experiences and outcomes to our pupils with a variety of activities to suit their individual needs. Through our curriculum we hope to catch your child’s interest, stimulate creativity and provide him/her with the skills needed for living in the 21st Century. Whatever your child’s ability we aim to provide work and activities which will allow him/her to develop and progress in knowledge, skills and understanding at his/her own rate to develop as:

- **Successful learners**
- **Confident individuals**
- **Responsible citizens and Effective Contributors**



At Riverbank Primary School, the curriculum promotes learning through a wide range of contexts and well-planned experiences.

The programme focuses on:

- The ethos and life of the school
- Interdisciplinary projects and studies
- Opportunities for personal achievement

All young people will be equipped with a high level of literacy and numeracy skills.

What is Curriculum for Excellence?

Curriculum for Excellence is Scotland’s national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be:

- a successful learner,

- a confident individual,
- a responsible citizen and
- an effective contributor.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

- The totality of all that is planned for children and young people throughout their education.
- The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

What are the Curriculum for Excellence levels?

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study

What is the Broad General Education?

The Broad General (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4

Curriculum Areas and subjects

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

Expressive Arts

Health and Well Being

Languages and literacy

Mathematics and numeracy

Religious and Moral Education

Sciences

Social Studies

Technologies

Personal Support/Career Planning

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.

How will my child's learning be assessed?

At Riverbank Primary School, the teaching staff work alongside pupils and parents to plan future learning using the Principles of Planning, Assessment and Moderation.

In the infant stages (early and first level Curriculum for Excellence) the teachers use responsive planning to engage pupils in the learning. There are regular assessments especially in literacy, the assessments are tracked and monitored by the senior management.

In the junior and senior stages (first and second level Curriculum for Excellence) teachers regularly assess and monitor attainment within subjects and across the curriculum. The National Assessments Resources from Education Scotland are used where appropriate to monitor attainment.

There are two parent, pupil and teacher progress discussions planned annually.

The end of year written reports are detailed reports giving parents and pupils a written report on attainment and achievement over the current academic year.

The written report is normally issued in June of each year there is also the opportunity in the report for parental feedback.

- National 4 and 5 qualifications were introduced in 2013/2014
- Access, Highers and Advanced Highers to be updated to reflect Curriculum for Excellence
- New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year your nursery/school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

In Riverbank Primary School our detailed School Improvement Plan is planned to lead the curriculum on the Journey to Excellence taking full account of the four capacities and the principles of curriculum development for the Broad General Education.

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

Mathematics and Numeracy

The main areas of Mathematics covered in Curriculum for Excellence are:

- Information handling
- Number, money and measurement
- Shape, position and movement



We follow advice and guidance from North Lanarkshire Council's programme for Mathematics. To ensure a progressive programme we have benchmarked Curriculum for Excellence experiences and outcomes for P1 to P7. We use a range of active and interactive learning strategies to teach these key areas. Scottish Heinemann Active and Teejay Maths resources are also used throughout the school to supplement and support learning and teaching in all areas of Mathematics.

You can help your child by:

- Playing counting or number games
- Encouraging money handling
- Allowing child to weigh and measure items around the home

Language and Literacy



Pupils are taught reading, writing, talking and listening. Pupils in the early stages are supported by the Active Literacy programme using Fast Phonics. Reading resources used are PM Readers supported by Literacy Links Plus and Lighthouse readers for pupils. Pupils working at first level through to end of second level use Novel Studies, Literacy Links Plus chapter books and home readers. Rainbow Readers are also used to give additional support to P4-7 pupils. Pupils have appropriate opportunities to develop listening and talking skills through fluent and expressive reading and discussion. Teachers' approaches to writing at Riverbank Primary are helping pupils to write in a wide range of styles for different purposes. We use NLC writing guidelines as our core resource.

Talking and listening skills are developed in all areas of the curriculum, but specific opportunities are also given to practise these skills. To support children's progress throughout the Language curriculum we have a large selection of Big Books and a wide range of short novels which the children really enjoy.

You can help your child by: * reading stories aloud * encouraging reading at home * telling family stories encouraging your child to tell you stories and listening to them AND * visiting the local library to develop an interest in books.

Literacy across learning as a responsibility of all practitioners is taught through interdisciplinary topic work.

Pupils in Primary 5, 6 and primary 7 are taught French and Spanish. The additional language being developed currently is Spanish in Primary 1 and 2. French is taught in Primary 3 and 4. From August 2015 pupils began to experience the 1+2 languages model at all stages.

Social Subjects

This area includes:

- People in society, economy and business
- People, place and environment
- People, past events and societies

These subjects are undertaken at each stage throughout the school with topics and activities appropriate to the age and development of the children.

We use a variety of resources, including North Lanarkshire Topic Packs and supplementary resources to give the children a range of knowledge and experience within these areas.

Children are encouraged to find out more information at home or bring in any items appropriate to their particular topic.

The children learn how to find out, and how to record what is found out, as well as learning information. We try to make full use of your child's curiosity, to catch his/her interest, to widen his/her experience and to join various activities - all of which will equip him/her with the skills needed to learn about the world in which he/she lives.

You can help by:

- Talking to your child about their topic
- Helping them find out more
- Sending in to school items of interest

Sciences

This area covers:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science.



Children learn about science throughout the school in a variety of contexts or in science topics. You can help by:

- Encouraging their interest in their environment
- Talking to them about the seasons, the weather and changing patterns
- Talking to your child about cause and effect.

Technologies

The areas covered in this part of the curriculum are:

- Technological Developments in Society
- ICT to enhance Learning.

ICT skills are taught and used throughout the curriculum to support learning and is observed and developed through contexts and projects. Pupils have access to i-pads in the teaching bases. We have interactive smart boards in each teaching base. The school also uses GLOW to support the curriculum and to provide access to learning beyond the school day. You will be asked to sign a consent form for permission to use ICT and for us to take photographs of your child for educational purposes. Our school website also provides a range of suggested resources and website to support children's learning at home.

Expressive Arts

The four areas of Expressive Arts are:

- Dance
- Art and Design
- Music
- Drama



Drama is undertaken weekly and again a progressive programme gives the children a variety of experiences in this area. Currently we use a variety of Music programmes throughout the school. This gives children experience in all areas of music – singing, accompanying, and making music. Our weekly Friday assemblies also give us the opportunity to sing a range of different songs. Our Art & Design programme gives children a wide experience of using media and techniques. Children's work is captioned and attractively displayed throughout the school.

Religious and Moral Education

The key aspects covered in our RME programme are:

- Christianity
- World religions
- Beliefs and values

These are taught throughout the school in topics appropriate to each stage. Children enjoy learning about the beliefs and customs of our own and other cultures. It is recognised that the Education Act allows parents to withdraw their children from any religious observance and any such pupil will not be placed at a disadvantage with respect to secular instruction. Should you wish your child to be withdrawn from Religious Education, please contact the Head Teacher.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absence in the register.

In school, each class takes its turn to hold an assembly. You will be invited to come along when your child is involved – Please do! We hold services in the school at Christmas, Easter and summer, to which you are warmly invited.

Health and Wellbeing across learning

This subject area is one of the core elements of the curriculum. It is taught at all stages in the school and can be taught discretely or as an integral part of inter disciplinary contexts. We use a range of health education programmes and PaTHs – a programme for social and personal development.

Our health programme provides a well-structured approach to developing active health and fitness, and a balanced coverage of hygiene, diet, personal safety, drugs education. We use a variety of resources to deliver this curricular area.

Personal and social development is taught through circle time discussions, use of anti-bullying resources, promotion of citizenship and use of a variety of rewards including stickers, certificates and praise postcards. Paths is a resource used throughout the school in the teaching of PSD. Our pupils are involved in litter and recycling projects led by our eco schools committee. We successfully implement a P1/P7 buddies project to support our new entrants. We have a pupil council who take an active part in decision making that affects the day-to-day life of our school. They have organised events to reward excellent behaviour and are currently looking at ways to improve our playground, wet playtimes.

North Lanarkshire Council is committed to the provision of quality sex education in accordance with National Guidelines. It forms a key element of personal, social and health education in schools and is an important part of children's preparations for adult life. The purpose of this work is to provide knowledge and understanding of the nature of sexuality and the process of human reproduction within the context of human reproduction within the context of relationships based on love and respect. It should develop understanding and attitudes which will help children to form relationships in a responsible and healthy manner.

Homework

Our homework policy details the purpose, type, frequency, duration and nature of homework. It also explains the roles and responsibilities of the school, teacher, pupil and parent. This policy is monitored annually. We recognise the significant contribution that homework can make to the success of each pupil. We also acknowledge the excellent opportunity homework offers for parent and child to share purposeful learning opportunities in the supportive atmosphere of the home. Homework can be enhanced by using Glow (ICT) at home with your child.

Assessment and Reporting

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff.

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

How will my child's learning be assessed and reported to me?

In playrooms and classrooms staff will be using improved ways of assessing children's learning, taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each child is different and has their own individual strengths and developmental needs. Here at Riverbank, learners are taught in a way which suits their individual requirements, regardless of age and stage.

Day to day, teachers will use a wide variety of assessment strategies. The most effective method widely used is Formative Assessment. This type of assessment is not about giving marks out of a total but gives pupils feedback on targets achieved and points for action to improve the next time. It is not enough to say "well done" to a learner, unless they are specifically told what was done well, so they can repeat the positive behaviours and build on their success. Our teachers and senior leadership team work hard to ensure they provide regular feedback to learners, allowing for quality, two-way learning conversations.

Teachers may also use other forms of assessment e.g. observations, which are particularly useful when pupils are engaged in practical tasks or play. Learning intentions and success criteria provide a measure to note progress in individual lessons, while Benchmarking can establish competence across a Level. Baseline assessments provide a starting point for a course of learning, whereas what children say, write, make and do on a daily basis will provide valuable evidence of progress.

In addition, we encourage our pupils to be knowledgeable about personal learning targets to begin to self-assess their own work and that of their peers. This is done through cooperative working with a strict framework of social and positive skills to be used to give feedback.

Summative and Standardised Assessments are also carried out periodically to confirm progress and provide evidence of competency. This provides further data for analysis to inform and improve our teaching of individual pupils.

We report to parents formally four times each school session, through written reports and face to face consultations, as well as by request. We will report on your child's progress in the curriculum, their next steps to further success and their social and emotional growth too. We also hold regular open sessions, when you are invited in to school or nursery to join in with your child's play or learning experiences.

Section 9 Additional Support Needs

Riverbank Primary School and Nursery Class complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional support for Learning: Statutory Guidance 2017.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

Pupils with Additional Support Needs

We have a clear understanding of the current legislation and advice relating to pupils with additional support needs. If your child has additional support needs, the school will discuss these needs with you and work in partnership with you to best meet these needs.

Our school policy reflects the Education and Families staged intervention process, that is:

Universal - where education staff identify that a child or young person needs support or planning which can be met within the school using classroom and whole school resources

Additional – Requesting support from within Education and Families Youth and Communities (services/resources outwith school) e.g. Educational Psychologist, Community Learning and Development, Cluster Support. Requesting support from another agency (Joint working with partner agency/agencies including 3rd Sector). When further planning is required to further develop the wellbeing of children and young people the Named Person may request assistance from colleagues in partner agencies- Social Work, Health.

Intensive – Integrated and Compulsory working with other agency/agencies. Targeted intervention(s) required to promote the wellbeing of the child would be identified by relevant agencies (child's Network of Support) and included in the Child's Plan. A Lead Professional would be identified. At intensive level there would be an expectation that a statutory Child's Plan with integrated assessment, integrated chronology and Lead Professional is in place. Support from ASN Base/ School and Virtual School.

Pupils with additional support needs will with their teacher and the ASN teacher work on Getting it Right for Me (GIRFME) Plan with personal targets and specific timescales for monitoring the targets.

Care Experienced Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. Head Teacher Mrs H C Paterson is the designated person to organise arrangements within the school for Care Experienced children.

Any pupil with needs beyond education will be entitled to a Co-ordinated Support Plan (CSP) with details of the multi-agency involvement to support the pupil.

Parents and pupils are an essential part of the assessment; planning and review processes and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

Getting it Right for Me Plans

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents/carers free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The **Additional Support Needs Tribunal** has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans and placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it you may be able to refer to the Tribunal.

Enquire- the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets. 0345 123 2303. info@enquire.org.uk www.enquire.org.uk for parents and practitioners. www.enquire.org.uk for children and young people.

Resolve 0131 313 8844 (Independent Adjudicator)

Scottish Independent Advocacy Alliance: Mansfield Place, Edinburgh EH3 6BB enquiry@siaa.org.uk www.siaa.org.uk
Additional Support Needs Tribunal (Scotland) ASNTS Health and Educational Chambers, First Tier Tribunal for Scotland, Glasgow Tribunals Centre, 20 York Street, Glasgow G2 8GT 0141 302 5860 www.asntscotland.gov.uk

Section 10 Improvement Plan

We are committed to the process of self-evaluation to inform whole school and nursery class improvements. The success of this process is dependent on how well our school, including the nursery class, knows how well we are doing now, where we want to get to and how we plan to get there.

Each year the school is required to produce an Improvement Plan which details the planned projects the school intends to carry out. Following an audit, including pupil, parental and staff consultation and consideration of local and national priorities, our Improvement Priorities for this session across the school and nursery include:

Our priorities for Session 2023-2024

Improvement Plan Summary	
Cluster Priority:	Attainment in Literacy & Numeracy will show improvement

	through improving attendance rates by 5% across the Cluster average through the GIRFEC Pathway.
School Priority 1:	Attainment in maths will increase from 68% to 88% by May 2024, as evidenced in P1,4, 7, combined numeracy ACEL data. Consistent, progressive approach to teaching and learning, develop a shared understanding of achievement of a level in maths/numeracy through moderation and high-quality assessments.
School Priority 2:	Further improve and support the mental, social, emotional and physical health of all children, families and staff by embedding and extending the range of nurture-based approaches across the school.
Nursery Class Priority:	To continue to improve Learning, Teaching and Assessment to improve the educational outcomes of learners in the nursery class

This Improvement Plan will be reviewed in May 2024 and new priorities for session 2024/2025 will be identified to take forward from August 2024. Parents, pupils and staff will be consulted when reviewing this year's progress and planning priorities for next session. Through self-evaluation, we continue to monitor standards across all learning, with a particular focus on Literacy, Numeracy and Health and Wellbeing.

A copy of the school's Improvement Plan and Improvement Report are available by request from the Head Teacher. A summary of the Improvement Report is issued annually to all parents. Information about the progress of our Improvement Plan is discussed at monthly Parent Council Meetings and through our monthly newsletters.

Information on our school activities, achievements, improvement plan and full improvement report can all be found on our school website.

Over the next three years we aim to build in more opportunities for parents to be involved in the learning process as we continue to improve moderation and assessment across the curriculum and close the attainment gap further.

Education Scotland: Further information regarding the implementation of Curriculum for Excellence and learning and teaching can be obtained from www.educationscotland.gov.uk

Section 11 Homework



Each class have homework given by the teachers appropriate to the needs of the pupils. The emphasis at Early and First Level will always be on reading and literacy skills and by the time pupils are at Second Level there will be more research based activities.

There is a need for pupils and parents to share the responsibility of completing homework tasks in the time set and to approach the teacher if there is any difficulty or barrier to the completion of homework tasks.

Section 12 School Ethos

Riverbank Primary School is a happy, nurturing environment, where everyone is respected, valued and encouraged to achieve their full potential. In accordance with local priorities, we are committed to Raising Achievement for All, across all learning. While we continually encourage and support our learners to ensure academic success in school, we are aware of the vast range of learning that happens beyond the school gates. We proudly recognise and celebrate our wider achievements through the use of our 'Guess What' wall, which is shared at whole school assemblies and with the wider school community through our school Twitter account (@RiverbankPS) and our school website. We successfully implemented a P1/P7 buddies project to support our new entrants.

Pupil Voice

All pupils are involved in the decision-making process in Riverbank. Under normal circumstances, regular Pupil Council meetings allow all learners the opportunity to discuss matters of interest and take part in the self-evaluation process, informing whole school planning.

In addition, there are other groups who play a key role in shaping our school environment. The following groups meet regularly:

- Junior Road Safety Officers
- Rights Respecting Schools Steering Group
- Gardening Club
- Eco Committee
- Health and Wellbeing Committee
- Tech Crew
- House Committee

All children in the school are part of a committee and meet once a month as part of our Focus Friday Groups within school.

Committees can be added to this list at any time, at the request of any interested member of our school community.

Community Links

Our school plays an important role in the local community. We make every effort to become involved in local events such as visiting local shops, churches, schools and nurseries. We also invite our local community members to events in our school such as our fundraising events, fairs, assemblies and services. We work hard to foster strong community links. The school and nursery benefits from regular visitors from the local Community Police, Fire Service and Health Service Staff. We work closely with Parents Action for Safe Play in Coatbridge. Learning is also enhanced by visits to nearby facilities, such as the local park and library. We enjoy working in partnership with Summerlee Care Home and St. Andrew's Hospice.

Section 13 Spiritual, Social, Moral and Cultural Values

Pupils learn about many aspects of the Christian, Islamic and Jewish faiths. We deliver a balanced, progressive programme which allows pupils to reflect on their own spiritual, social, moral and cultural views. Pupils are encouraged to compare aspects of Christianity with those of other world religions.

If a parent wishes to exercise their right to have their child withdrawn from the religious and moral education curriculum, this wish must be communicated to the headteacher in person. This will allow the headteacher and parent to discuss and agree on alternative arrangements for the child while this curricular area is being taught.

Parents/carers from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Section 14 Extra Curricular and out of Hours Learning

Extra-Curricular Activities – clubs and activities throughout the school year at set times. Choice of clubs may vary from list below.

Football
Drama Club
Netball
Gymnastics
Fundamentals
Walking/jogging club
Safe cycling
Maths parent and pupil club
Healthy Cooking Club
ICT and Coding Club
Choir
Musical Instruction- Ocarinas, Guitar, Keyboard
Other clubs offered at set times in year

Family Learning opportunities are an established part of life at Riverbank. Vicky Marshall, our Community Learning and Development worker regularly runs groups and after school clubs in the school.

Out of School Learning and Childcare

Please see section 4 for out of school care details.

Section 15 Freedom of Information

The Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted at: foirequest@northlan.gov.uk

Section 16 Data Protection

(a) General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Civic Centre, Motherwell ML1 1AB.

Why do we need your personal information and that of your child or young person?

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this, we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Legal basis for using your information

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

Your personal information

Education uses the national IT system SEEMIS, to store personal information electronically. We ask parent/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?

Your personal information will be used:

- To enrol your child or young person in nursery school
- To provide your child or young person with an appropriate education.
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people.
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education

- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text

Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?

We only keep personal information for the minimum period time necessary. Sometime this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for.

You can view this on the council website at: <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003>

Your rights under GDPR

You can:

- **Request access to your information** – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- **Request a correction to your information** – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- **Request the restriction of processing** – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- **Request the transfer** – you can request the transfer of your information to another party.
- **Deletion of your information** – you have the right to ask us to delete personal information about you, your child or young person where:
 - you think that we no longer need to hold the information for the purposes for which it was originally obtained
 - you have a genuine objection to our use of personal information
 - or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.

The Council's Data Protection Officer

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,

The Information Commissioner

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
casework@ico.org.uk

programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your GDPR rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and

statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

<https://www2.gov.scot/Topics/Statistics/ScotXed/Privacyinformation>

If you have any concerns about the ScotXed data collections you can email school.stats@Scotland.gsi.gov.uk or write to:

The ScotXed Support Office. SEGP, Area 1B, Victoria Quay, Leith EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Any Concerns

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website

<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

Section 17 & 18 Safeguarding

17(a) Child Protection

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Head Teacher is responsible for the schools actions in response to Child Protection concerns.

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Mrs Helen Paterson

Telephone Number: 01236 794894

18 (a) Adult Protection

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society. If there are any Adult Protection concerns the Head Teacher or the Adult Protection Coordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines.

The Head Teacher is responsible for the schools action response to Adult Protection concerns

Adult Protection Co-ordinator is: Mrs Helen Paterson

Telephone number: 01236 794894

Section 19 Discipline and Anti-bullying Policies

Within Riverbank Primary, we strongly believe our policies should be created paying close consideration to the UN Rights of the Child. This policy has been devised in consultation with all stakeholders.

Aims of building positive relationships

Learners will reflect the values of respect, equality and inclusion in all aspects of school life in accordance with North Lanarkshire Council's overarching policy, Raising Achievement For All (RAFA).

The shared values and principles of GIRFEC will ensure that our children feel:

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

The policy aims to help children fulfil the four capacities of Curriculum for Excellence and become Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors.

The Positive Relationships policy will enable children to:

- Develop a sense of caring and respect for themselves and others.
- Build caring and co-operative relationships with other children and adults.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Our school policy is based on Rights, Respect and Responsibilities. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils; between adults; and between pupils.

Rights

At Riverbank Primary School, all staff, children and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. Staff enable children to fulfil their role as responsible citizens now and in the future by developing skills of independence, creativity and teamwork. As part of thinking independently, we seek to develop each child's ability to make informed choices; recognising that their actions contribute towards ensuring that the rights of all are respected.

Our curriculum is founded upon the explicit development of these skills.

We aim to:

- ✓ Build good relationships amongst the teachers, pupils and parents.
- ✓ Have high expectations of all our pupils.
- ✓ Offer a broad and balanced curriculum with activities appropriate to the age and ability of the pupils.
- ✓ Create an environment which supports and stimulates learning
- ✓ Differentiate the learning for pupils of different abilities.

- ✓ Offer our pupils an opportunity to influence their learning by providing opportunities to contribute ideas and work collaboratively.
- ✓ Encourage pupils to be actively involved in their learning and in the wider opportunities that the school offers.
- ✓ Demonstrate good role models of adult behaviour with excellent co-operation and support of all members.
- ✓ Adhere to the School and Playground Charters which was agreed by pupils and staff.
- ✓ Emphasise praise and rewards rather than sanctions and punishments.

OUR RULES ARE SIMPLE – OUR EXPECTATIONS ARE HIGH

Our School Charter

Children Will	Adults Will
Show everyone respect and understand that we are all individuals	Treat all children with respect
Share their opinions and ideas in a respectful manner	Listen to the views of the children and action them whenever possible
Show good manners and listen to staff and other pupils	Treat everyone as an individual and respect differences
Always be kind and gentle with one another	Promote kindness and gentle hands.
Look after each other and show safe behaviours	Look after every pupil and keep them safe
Work to the best of their ability and allow everyone else to do the same	Create and deliver a challenging and engaging curriculum
Look after and respect the environment by tidying up, using litter bins and being responsible with resources	Provide a safe and clean environment for learning
Include everyone	Encourage children to play together and include everyone

Our Playground Charter


Riverbank Primary School and Nursery Class


R- Respect P-Play S-Safe Many Hearts Make Our Family



The children are the Right Holders



The adults are the Duty Bearers

A Right to Play
(Article 31)

Adults will organise the playground equipment.

A Right to be Safe
(Article 19)

Adults will encourage us to play gently with each other.
We will be gentle with our

Respect

Everyone in the school follows 3 simple rules:

- ✓ RESPECT YOURSELF
- ✓ RESPECT OTHERS
- ✓ RESPECT PROPERTY

Responsibilities

Class charter: A sense of responsibility and self-discipline is encouraged amongst all our pupils to aid their development as good citizens. Pupils in each class formulate and agree a Class Charter at the beginning of each academic year, which outlines expectations for their behaviour. The Class Charter is then displayed in the classroom. The children play an active part in the running of the school through their contributions to the Pupil Council, as Playground leaders, as House Captains and as School Captains through the House Committee. All children are part of a pupil lead committee as part of the Focus Friday committee groups. It is expected that staff, both teaching and non-teaching, set the standards of good behaviour and are positive role models in our school. We encourage our children to take responsibility for their actions, whilst being given the opportunity to act as class helpers, monitors, school council members or house captains. The responsibility for Riverbank Primary School being a rights respecting school lies with every member of the community.

House System

The school is divided into five houses:

Calder- Red

Tay- Blue

Clyde- Green

Forth- Yellow

Tweed- Purple

Children will be allocated to a house when they join P1 or when they join the school at a later stage, ensuring that the number of children is fairly balanced between each house. Every child will be given a coloured badge to represent their house. House points are given to pupils for:

- Good work in class
- Good behaviour (in class, open area, dining hall, playground, lines etc.)
- Good manners
- Representing the school in activities
- Personal achievements out with school
- House competitions during assemblies (points awarded by senior management)
- assembly certificates

Points are counted by the House Captains on a weekly basis. The House with the most points at the end of a term receives a special reward organised by the House Captains.

Exclusion

At Riverbank Primary School, we strive to create an ethos of mutual respect and values between pupils, parents, staff and all partners. In extreme cases, where all aforementioned strategies have been unsuccessful, it may be appropriate to exclude pupils from school for a period of time. In these cases, management staff will follow North Lanarkshire Council's Exclusion Policy.

Playground behaviour

Through our positive play initiative, we encourage all pupils to play fairly in the playground. Unacceptable behaviour will be reported to head teacher. The pupil is given a chance to modify their behaviour. If this does not happen, the pupils will be issued with a verbal warning. A more serious warning means an immediate loss of playtime for the rest of that day or week, especially to maintain the health & safety of all pupils. Serious playground misbehaviour is communicated to parents as soon as possible.

All school staff actively promote positive behaviour by using rewards and praise to acknowledge effort, good behaviour and good manners. Certificates are awarded at whole school assemblies and celebrated by the whole school community. Pupils are given the opportunity to take on leadership roles in and around the school, demonstrating our trust in their ability to act responsibly.

When disputes do occur, a restorative approach is sought, where all parties are encouraged to discuss the situation and seek a solution, through the use of a mediator. Peer Mediators are also trained in this technique.

We work closely with parents to ensure a high standard of behaviour is maintained in our school. As a parent of Riverbank your cooperation and support will be sought in the event of any behavioural difficulties which may arise. In the first instance, class teachers will deal with low-level misbehaviour, reporting any concerns to the SLT. Pupils who persistently do not adhere to class and school rules are given opportunity to discuss and reflect on this with a member of the Senior Leadership Team at their earliest convenience.

Pupils are encouraged to create a personal plan to self-regulate and modify their behaviour. This is monitored and supported as necessary. Parental cooperation will be sought during any period of unrest for a pupil. Regular home/school communication links will be established and monitored over time. This could involve the Head Teacher, parent and class teacher meeting on a regular basis to discuss, agree and implement a plan of action over a period of time. We have found this level of partnership to be most effective. If anti-social or disruptive behaviour persists, a temporary or permanent exclusion from the school may be imposed. After consultation with parents, advice may be sought from other professionals specialising in this field.

Anti-bullying Policy

As a Rights Respecting School, we are working hard to eradicate bullying entirely. We regularly review our anti-bullying policy in partnership with all stakeholders: pupils, parents, staff, members of the local community. This has been written following guidance from Respect Me – Scotland's Anti-Bullying Service. The responsibilities of all, procedures to follow and resulting actions have been agreed by all parties. A copy of this policy is available from our school office on request.

Bullying is not always easy to define. In most cases of bullying, you will find that:

- It is deliberate hostility and aggression towards the victim.
- The victim is weaker and less powerful than the bully/bullies.
- The outcome is always pain and distress for the victim

All adults at Riverbank Primary deal with children's complaints about each other in a sensitive manner, but if they suspect that a child is being bullied by another child or group of children, this is reported to the headteacher immediately.

The head teacher will then investigate the incident using a restorative approach and take the necessary steps to resolve the situation.

The approach used is to avoid apportioning blame to anyone and keeping the lines of communication open.

Children who are being bullied need support. It is the school's responsibility to support all children. Talking is the only way to stop bullying – this can only be effective when pupils, teachers and parents work together.

The recording of bullying or alleged bullying incidents are recorded electronically as part of the school's monitoring system. This information should be recorded by the school in Pastoral Notes as part of the Seemis system. This is a mandatory requirement of all schools in North Lanarkshire.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990

Section 20 Partnerships Between Home and School

Parents are key partners in the education of their child. Parental encouragement is crucial if children are to do well at school. The support of parents is a key characteristic of a successful school.

Parents have responsibilities to help their own children at school by:

- Ensuring that their children attend school regularly and on time;
- Ensuring that their children work hard and behave well;
- Providing space and time in the home for children to do homework;
- Sitting down with their child and helping with homework;
- Taking a close interest in reports on their children's performance;
- Attending parent's evenings.

Parents can participate in the school by:

- Being an active member of the Parent Forum;
- Putting their name forward for election to the Parent Council;
- Helping as volunteers with our eco schools project or other events;
- Ensuring pupils eat a healthy diet;

- Completing our school questionnaires which are issued at parent's evenings.

Parents have rights to be respected in their interaction with the school:

- The right to information about their children's school;
- The right to information about their children's performance and progress at school;
- The right to have complaints and queries dealt with sympathetically and quickly, and where appropriate, to have matters rectified.
- The right to be consulted – and have their views taken fully into account – about day-to-day management of their children's school.
- The right to have information about education and schools in the area so that, subject to places being available, they can exercise an informed choice of schools for their children.

Our partnership with you begins as soon as you choose Riverbank Primary School and Nursery Class for your child. Before your child formally starts here you will be invited to visit the school with your child to introduce you to their teacher, see their classroom and have a tour of the school. An Information Exchange/ Meet the Teacher event is held early each session, allowing you the chance, together with your child, to chat with their new teacher and look around their classroom. Parents' Nights are planned twice each session, in October and March, giving you the opportunity to meet with your child's teacher formally, review ongoing work and discuss progress and next steps in learning. Written progress reports are issued twice each session. In addition to this we hold regular Open Hours, where family members are welcome to come into class and join in the learning. Snap Shot jotters are also sent home each term, allowing you to see the progress your child is making throughout this time.

Monthly School and Nursery newsletters, Class Termly newsletters and regular communications with home inform parents of forthcoming events and report on activities that have taken place. This information is reposted on the school website our school and our Twitter account @RiverbankPS. In addition, these on-line resources are used to celebrate our achievements and share daily successes through photographs and short video clips.

We have an active Parent Council working on behalf of the entire Parent Forum. Visit their webpage to see their current priorities: <https://blogs.glowscotland.org.uk/nl/Riverbankps/parent-council/>

This group also plan and host a variety of social events, aimed at raising funds which go to provide treats for all children in the school and nursery class. Under normal circumstances, we have a group of Parent Helpers who meet in the school weekly to help prepare teaching resources. In addition, we have parents who volunteer for specific reasons throughout the year, e.g. accompanying classes on educational excursions, sharing expertise through clubs or class talks and supporting learning experiences in class. Further events for parents to take part in shared learning opportunities are always under review. Please contact the Head Teacher if you would like to know more about adult learning opportunities.

At Riverbank we are listening to parents' views and actively seeking to further strengthen partnerships between home and school. Our staff are more than happy to meet with you to discuss any school matter. If you wish to speak to a member of staff, please contact the school office on 01236 794894 to arrange a mutually convenient time to meet. The office is open from 8.30am until 4.00pm daily. Our school office staff will be happy to help you or arrange an appointment as soon as it is possible.

Section 21 Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning and afternoon.

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 or unauthorised: As defined by the Scottish Government.

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child and. In terms of child safety police will be contacted if all attempts to locate the child have been exhausted.

Parents should be asked to inform the school by letter or telephone (or Parent Portal) if their child is likely to be absent for some time, and to give the child a note on his or her return to school confirming the reason for absence.

(a) Family Holidays during Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances but will always be recorded. Such circumstances may include:

A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

b) Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday.

Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

(c) Exceptional Domestic Circumstances

Parents/Carers may request permission for such leave in writing and the school may authorise such requests under the following:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

It should be emphasised that the Head Teacher investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

Section 22 Clothing and Uniform

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers will be keen to support the dress code and written agreement may be sought.

The school dress code is as follows:

- White shirt with Riverbank Primary School tie- Tartan tie for all children.
- P7 tie for P7 children (this is gifted by the school to our P7 children on the first day of Riverbank Primary School opening in August. This will be navy blue with the school badge embroidered onto it
- White polo shirt
- Navy school skirt/ Navy pinafore dress (of suitable length and style)
- Navy trousers
- Navy school sweatshirt, Navy Cardigan, Navy Slip Over
- Riverbank Tartan Skirt/ Pinafore Dress ****Optional***
- Optional for the summer- girls blue gingham dress, navy shorts



School uniform items are available at the Scotcrest shop in Airdrie and on their website.

Please note that unbranded items with no school logos available from supermarkets and other high street stores are perfectly acceptable provided they are in the correct school colour - NAVY. We have been mindful of the cost of school uniform as part of our consultation and as a result we have made sure that navy items of school uniform can be purchased in most shops and supermarkets.

Please note that the tartan skirt and pinafore items are optional if you wish to purchase these to mix in with the navy items.

Reversible jackets in navy and with the Riverbank logo can also be purchased from Scotcrest.

PE Kit:

Since the pandemic, children have been asked to come to school already wearing suitable clothing on their PE days. Following consultation with staff and through the Uniform Consultation process, we have decided to keep this practice in place as it removes the need for children to get changed and maximises time spent on physical activity during PE lessons.

Please note that the requirement for this are:

- Plain navy jogging trousers/ leggings/ shorts
- Plain white school polo shirt (white) or white PE t-shirt (no crop-tops)
- Navy school jumper/ sweatshirt/ cardigan/ navy hoodie
- Suitable PE shoes/ trainers for outdoor use.

Branded items and designer clothing are not permitted as school PE uniform and should not be worn to school. This ensures that everyone is the same and no pressure is put on children to have the latest brands.

Please note no football colours are accepted in NLC schools.

We have sourced a company that can provide us with iron on school badges. These will cost £1.50 each and can be purchased from the school office.

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially encourage factions (e.g. football colours)
- could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery.
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco, and
- could be used to inflict injury on other pupils or to be used by others to do so.

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from any school or First stop shop and can be downloaded from the Council website- www.northlan.gov.uk

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker's Allowance (income based), Employment & Support Allowance (income related), Universal Credit, (with an income below £796 per month), housing benefit, council tax reduction. Please note that the housing element of Universal Credit is not housing benefit.

The deadline for school clothing grants is 31 March 2025.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the head teacher's authority and be detrimental to the well-being of the whole school community. In such circumstances a head teacher could justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/ Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc., are not brought to school. Parents/ Carers should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.

Section 23 School Meals

Food is cooked on site kitchen and the dining hall operates as a cashless cafeteria. Cards can be preloaded with funds using the iPay impact online system. This card is then used to pay for breakfast or lunch. Children in receipt of a free school meal have the cost of a lunch and breakfast automatically added to their card daily. All P1-P5 pupils are entitled to a free school lunch and breakfast up to the value of £1.

Breakfast is served from 8.15am until 8.50am each morning and is free for Primary 1-5 children up to the value of £1. The breakfast consists of cereal, milk and toast. This is free to pupils who are in Primary 1 to 5 and for pupils in Primary 6 and 7 who receive free school meals. For all other pupils the cost is £1 per day with a sliding scale for families of two at £1.50 per day and families of three at £1.80 per day.

Lunch options include hot and cold meals with the choice of a soup or desert plus a drink. A vegetarian meal option is offered on a daily basis. Lunch menus and current prices are available to view online at [Primary school menu | North Lanarkshire Council](#). At time of going to print the cost of a lunch is £3.25 for children in Primary 6 and Primary 7, not in receipt of free school meals. Food is pre-ordered each morning via the Online Fusion App, ensuring all pupils receive a meal of their choice and cuts down on wastage. If adequate funds are not loaded to a lunch card, your child will still be fed. However, they will come home with a slip to let you know how much is owed so they can pay the balance the next day.

All meals are served with milk or chilled water and two portions of vegetables and a portion of fruit daily. Pupils can also choose either soup, yoghurt, or home baking as indicated on the menu to accompany their meal.

Pupils can also choose to bring a packed lunch to school.

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

It is important that the Head Teacher is aware of any medically prescribed diets within the school and on occasion may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible.

Please see North Lanarkshire Council's website regarding Special Diet Provision and complete any relevant forms as required:

<https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/diet-and-nutrition/special-diet>

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £796 per month), are entitled to a meal without charge.

All P1 to P5 pupils are entitled to a free meal and free milk. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period. All nursery pupils are entitled to free milk and a fruit or vegetable snack.

Information and application forms for free school meals can be downloaded from the council website

All eligible two-year-olds and all children aged from 3 to those not yet attending primary school, that attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or voluntary/private nursery), are entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more, will receive a free meal as part of the Early Learning and Childcare entitlement.

All nursery children are offered a healthy snack during sessions.

Section 24 Placing Requests

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests.

There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session.

Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher.

Further information on placing requests and procedures is available from the school or the council's website.

Parents/carers and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents/ carers and young people to make a placing request to attend a school/establishment belonging to another authority.

Section 25- School Transport

(a) General transport

The council has a policy of providing free transport to all primary pupils who live more than one mile from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

Parents/ carers who consider they are eligible can apply on the Council Website. Applications should be submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in special circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Applications can be made online at the council website: <https://www.northlanarkshire.gov.uk/schools-and-learning/school-transport/free-school-transport>

(b) Pick up points

While free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph).

It is the parent's/ carer's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's/ carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

(c) Placing Requests

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of early entry requests if the child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy stated above.

Section 26 Medical and Health Care

New entrants undergo a medical inspection soon after they start school. Parents are informed of this beforehand and are asked to attend the inspection. It is crucial that you inform the school of any particular medical requirements. If your child takes ill at school, we will make contact immediately by telephone. Please ensure that you have notified us of the arrangements to be made if your child has to be taken home.

Accidents in school are dealt with initially by staff who report any concerns to our trained First Aiders, Mrs Murnin, Miss McClory and Mrs Johnston. If a child requires to be sent home a parent or emergency contact will be called to come and collect the child. It is essential that Emergency Contacts are kept up to date, and we would ask that you keep us informed of any change of telephone number, address of place of work or general contact information.

Dental inspections for P1 and P7 pupils are carried out on a regular basis and parents are offered the necessary treatment for their children. Parents have the right to choose to attend their own family dentist. The whole school have tooth brushing built into the school day.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment.

In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service.

Children and young people resident in North Lanarkshire, and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

Head Lice – We follow the guidance issued by the Scottish Government Health Department. Please be advised that we no longer send out alert letters to alert you that a child in the school has head lice. Most schools are likely to have a few pupils with head lice at any one time. On that basis, alert letters could potentially be required every day of the school year. These letters also tend to lead parents to attempt to treat their hair preventatively, which is neither effective nor advised. Head lice infection cannot be prevented and over-use of insecticide treatments may lead to resistance.

Section 27 Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio on North Lanarkshire website and Twitter/ X.

Section 28 The Parent Forum/Council

The Parent Forum

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school.



The Parent Council

(1) Parent Council's rights and duties include:

- (a) supporting the work of the school;
- (b) representing the views of parents;
- (c) consulting with parents and reporting back to the Parent Forum on matters of interest;
- (d) promoting contact between the school, parents, pupils, providers of nursery education and the wider community;
- (e) fundraising;

- (f) taking part in the selection of senior promoted staff;
- (g) receiving reports from the head teacher and education authority; and
- (h) receiving an annual budget for administration, training and other expenses.
- (i) Improving home school partnership and facilitating parental involvement.

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

The minimum number of parents needed for the Parent Council is four parents or carers.

Riverbank Primary School and Nursery Class Parent Council is established and operational. Regular meetings are planned throughout the session. The Head Teacher, Depute Head Teacher and Principal Teacher attend these meetings as professional advisors. The Head Teacher has a right and duty to attend all meetings.

Meetings of the Parent Council are open to members of the public. Members of the Council are selected through a process where all members of the Parent Forum are invited to volunteer to serve. In the event that the number of volunteers exceeds the number of places set in the constitution, members will be selected by formal selection.

Parent Council Webpage - <https://blogs.glowscotland.org.uk/nl/Riverbankps/parent-council/>

The Pupil Council: Each session pupils vote for class reps to sit on the Pupil Council who meet once a month with the headteacher. Names are displayed on the Pupil Council board in the foyer.

Supervision in Non-Class Times

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

At morning break and lunchtime, one classroom assistant and the janitor supervise the playground. The dinner hall is supervised by office staff, the head teacher or the principal teacher. There is an additional staff member every lunchtime in the playground and when available a student classroom assistant.

If the weather is inclement outside, four bells will ring to indicate that the pupils will have their break in their bases. Each base is supervised pupils are expected to behave in a calm and sensible fashion during wet breaks.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990

Transfer from Primary School to Secondary School

Pupils normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

There are arrangements in place for enhanced transitions to secondary where the pupil needs additional information from the educational psychologist or other agencies to be given to the receiving secondary school. Parents are fully involved and informed about all transition arrangements.

The school to which pupils normally transfer is:
Coatbridge High School
17 Park St.
Coatbridge



Section 29 Names and Addresses

<p>Education and Families Civic Centre Windmillhill Street Motherwell ML1 1AB</p> <p>Tel - 01236 812606</p>	<p>Chief Executive Des Murray</p>
<p>Community Learning & Development Locality Office Coatbridge Community Centre 9 Old Monkland Road Coatbridge ML5 5EA</p> <p>Tel - 01236 638470 email – CLD - Coatbridge@northlan.gov.uk</p>	<p>Education and Families Manager – Jill Woodward Education & Families Civic Centre Windmillhill Street Motherwell ML1 1AB</p>
<p>NHS Lanarkshire Coatbridge Health Centre</p> <p>01236 432200</p>	<p>Social Work Coatbridge Locality Team</p> <p>Tel - 01236 622100</p>
<p>Councillors for the School</p> <p>Coatbridge South T. Carracher A. Bustard F. McGregor G. Woods</p> <p>Civic Centre Motherwell ML1 1TW 01698 302222</p>	<p>Cluster Improvement Integration Lead</p> <p>Gillian Goldie - Coatbridge Cluster Improvement Team</p>

Help and advice on any matters relating to Support for Learning can be obtained from: Paula McGhie (CIIL), who may be contacted directly (see above) or through the school.

You can also get more help and advice from:

Enquire – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.

0345 123 2303

Info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

www.enquireorg.uk/yp for children and young people

Resolve: 0131 313 8844 (Independent Adjudicator)

Scottish Independent Advocacy Alliance

London House
20-22 East London Street
Edinburgh
EH7 4BQ
0131 524 1975
enquiry@siaa.org.uk
www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
4th Floor
1 Atlantic Quay
45 Robertson Street
Glasgow G2 8JB
Helpline: 0141 302 5860
Fax: 0141 242 0141
Email: ASNTSInquiries@scotland.gsi.gov.uk

Section 30 Specialist Terms

From Section 3 of the handbook:

FTE	Full time equivalent of staff based on the school roll.
McCrone cover	All teachers now teach 22.5 hours per week. The 2.5 hours when they are not teaching is used for planning, preparing materials, marking, assessing, report writing and developing teaching programmes. During this time, which we refer to as McCrone cover, the pupils are taught by another qualified teacher.
N/P transition	Nursery/Primary transition
P/S transition	Primary/Secondary transition
PT cover	Principal teacher cover. This is time when the principal teacher is not teaching is used for management duties. As with McCrone cover, the pupils are taught by another qualified teacher.

Section 31 Qualifying Statement

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document -

- (a) before the commencement or during the course of the school year in question.
- (b) in relation to subsequent school years.

Education Authorities are required to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.



Thank you for choosing



**Riverbank Primary School and
Nursery Class**



R- Respect P-Play S-Safe N-Nurture C-Caring
♥ Many Hearts Make Our Family ♥