

Eastfield Primary School & Nursery Class



23 Cairntoul Court
Cumbernauld
G68 9JR

www.eastfield.n-lanark.sch.uk

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Health
Promoting
Nursery



Health
Promoting
School



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Education, Youth and Communities



Eastfield Primary School and Nursery Class



**23 Cairntoul Court,
Eastfield,
Cumbernauld
G68 9JR
Telephone- 01236 632106**

Dear Parent/Carer,

Welcome to Eastfield Primary School's handbook.

Our school handbook is intended to offer you essential information about the vision, values, aspirations and work of our school, the many educational opportunities available to your child(ren) and our achievements as a learning community.

At Eastfield Primary School our children are provided with a high quality of education in line with Curriculum for Excellence. Pupils have the opportunity to develop academically, socially and morally through a wide range of stimulating and engaging learning experiences in a climate where they are safe, valued and treated with dignity and respect.

Eastfield Primary School is very proud of its strong supportive ethos and academic profile. At Eastfield Primary our parents/carers are true partners in their children's learning and as a team we collectively ensure that our children achieve their full potential.

Should you wish further information about any aspect of the school, please do not hesitate to contact any member of the leadership team on 01236 632106.

Kindest regards,

Lesley McPhee
Head Teacher

1.1 Awards to Date

Eco Award

Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a simple framework to help make sustainability an integral part of school life.

Eco-Schools can help enhance the curriculum and get the whole school united behind something important.

The Eco-Schools mission is to help make every school in the country sustainable and to bring about behaviour change in young people and those connected to them so that good habits learned in schools are followed through into homes and communities.

*Eastfield PS & NC Eco Flag Status Awarded and reinstated
(Session 2014-2015)*



Current Projects in the following areas:

- Health and Wellbeing
- Litter
- Energy
- Waste Minimisation
- Transport
- School Grounds



Health Promoting School & Nursery Award

A health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working.

A Health Promoting School/ Nursery:

- Fosters health and learning with all the measures at its disposal.
- Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
- Strives to provide a healthy environment, school health education, and school health services along with school/community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion.
- Implements policies and practices that respect an individual's well being and dignity, provides multiple opportunities for success, and acknowledges good efforts and intentions as well as personal achievements.



- Strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to, or undermines, health and education.

Eastfield PS & NC Awarded Bronze, Silver and Gold Health Promoting School Award Status

Local Enterprise & Business Partnerships

Encouraging enterprising values - a 'can do, will do' attitude - in our learners is not just about producing the business people and entrepreneurs of tomorrow. It is the route to a more enterprising Scotland, where all our people understand the contribution they can make as citizens, both to society and the economy. And where individuals have the self-confidence and belief in their ability to succeed in whatever they choose.

Eastfield PS & NC Business Partners:

- *Scotia Books, Cumbernauld*
- *Strathcarron Hospice, Stirling (Session 2013-2014)*

Social Enterprise Status



A social enterprise is a dynamic business with a social purpose that is sustainable and reinvests its profits in the community, just like The Big Issue or Divine Chocolate. Social Enterprise in Education gives learners hands-on experience of running a business. By building on strengths and confidence, it also encourages responsible citizens with more understanding of social justice and community.

Links with the curriculum include:

- Student-led and linked to Curriculum for Excellence
- Real-life learning suitable for any age and ability
- Engages, builds skills and addresses wider achievement

Our current award winning company "Bake My Day!" run annually by primary 6, encourages the use of Fairtrade products and donates profits to Strathcarron Hospice.

NLC Excellence and Equity Award 2016-17 Productive Partnerships- Purposeful Learning

School was awarded the award based on effective partnerships with education, local business, STEM partnerships and the third sector charitable organisations. Two stages engaged in funded learning opportunities P5 "Clyde in the Classroom"

and P3 "Scotland to Sargasso" project. These were implemented in conjunction with the River Clyde Foundation, Glasgow Science Centre, Cabot Corporation and Parent Council.



1.1 Raising Attainment for All

Raising Achievement for All forms the overarching strategy for the service. Subtitled 'Experiences to Last a Lifetime', this strategy aims to harness the combined forces of Learning and Leisure Services to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire.

1.2 Aspirational Vision and Values

At Eastfield, we are committed to promoting a learning community where everyone is valued, respected and included. We will provide a learning environment to inspire, engage and motivate all learners to reach their full potential. By experiencing a stimulating and challenging curriculum and developing sustained partnerships, we aspire to develop skills for learning, life and work to ensure a bright future for all.

Together we will shine!

1.3 School Improvement Plan Priorities

Active Literacy

Continue to improve attainment in literacy for all learners by ensuring that all pupils engage with highly effective teaching approaches and experiences, appropriately targeted interventions to close any attainment gaps which are identified through careful and detailed monitoring of learners' progress at each stage. This will ensure that all pupils will be appropriately challenged and supported to reach their full potential and ensure equity.

Active Mathematics & Numeracy

Continue to improve attainment in maths for all learners by ensuring that all pupils engage with highly effective teaching approaches and experiences, appropriately targeted interventions to close any attainment gaps which are identified through careful and detailed monitoring of learners' progress at each stage. This will ensure that all pupils will be appropriately challenged and supported to reach their full potential and ensure equity.

Getting it Right for Every Child- Achieving

In line with GIRFEC, continue to develop clear and consistent approaches to ensuring the needs of all learners' are met. Throughout the whole school, high quality teaching and learning experiences will be provided to focus on further developing Respected, Responsible, Healthy, Active and Achieving pupils who will have improved physical health. Interventions will be targeted where appropriate to ensure equity.

Longer Term Improvement Priorities

- Continue to develop a consistent approach to planning in line with CfE principles across all aspects of the curriculum in addition to 2016-17 focus on Literacy and Numeracy
- Review Assessment is for learning principles and practices, further develop the use of formative and summative assessment to support teacher judgement of achievement of a level
- Review opportunities for pupils to engage in effective profiling processes and recording of personal achievement

1.4 School Information

Eastfield Primary School is a non-denominational multi cultural school serving Balloch/Eastfield, the Craigmarloch area of Cumbernauld and the village of Croy.

The school roll at present (accurate December 2017) is 370. The nursery roll at present (accurate December 2016) is 70.

Our working capacity is 474 and our planning capacity is 449.

Eastfield Primary School and Nursery class covers nursery and all primary stages from Primary 1 to Primary 7, is non-denominational and co-educational.

The school was extended in 2008/2009 to include a nursery class and additional class bases. Our nursery is a single open space divided into a number of learning/activity areas. An outdoor learning classroom also features within the nursery class area.

Our school is open plan and is divided into four main teaching areas. Each of these areas has its own cloakroom and toilet block for children. The fifth large area is our hall which serves as assembly hall, gym hall and dining hall. Other learning spaces include a GP room, an expressive arts base, an ICT suite and a library which can be converted into a class base if necessary.

Pupils normally transfer from primary to secondary education between the ages of 11.5 and 12.5 years of age.

The associated secondary school for Eastfield Primary School is

Greenfaulds High School

Athelstane Drive

Cumbernauld

G67 4AQ

01236 794876 .

The school encourages community involvement in which pupils participate and from which they gain a wider view of the needs and aspirations of the community of Eastfield and beyond. Pupils are taught to respect their environment.

Staff development and training have a high priority in planning. Staff participation in in-service and continuous staff development ensures that teachers are provided with opportunities to enhance the provision which is made for pupils. The school aims to enlist the support of individual parents and members of the Parent Council in ensuring the best provision for the pupils.

2.1 Registration and Enrolment

Parents/Carers seeking a place for their child(ren) in the school should telephone or write to the Head Teacher for an appointment. Parents are welcome to visit the school at any time. Enrolment of P1 pupils takes place once a year in January and information regarding the arrangements is circulated through school newsletter, nursery liaison, posters in local shops and advertisement in the local press.

A number of visits to the school for P1 will be arranged throughout the session to enable the children to become more familiar with the school, the staff and the general routine of the school prior to starting. Nursery children are invited to school social events. Primary one children will be appointed a "Buddy" - a P7 pupil who will offer support and guidance to your child in the playground area and will assist with the daily routine of entering / exiting the playground and cloakroom duties.

It is hoped that this will help to provide a happy and relaxed experience for both parents/carers and their child(ren).

There is an opportunity for prospective P.1. Parents to visit the school prior to the enrolment days in January.

2.2 Enrolment in Other Schools

In order that children might transfer from another school into Eastfield Primary School as effectively as possible, every effort is made to liaise with feeder schools to provide relevant information about the child's educational development. This will enable children to be allocated to a class according to their age and level of progress.

2.3 Clothing and Uniform

We encourage all our pupils to wear their uniform not only because it is a reflection of our standards being set and followed, but for the following reasons:

- Dress is often an indication of attitude. 'Casual' dress can often cause 'casual' attitudes which can lead to a poor approach to work and therefore poor attainment. School uniform complements the discipline of the school.
- If pupils are left to set standards of dress, these will be so many and varied, there will be effectively none. It can also be very divisive and sometimes unpleasant for children whose parents cannot afford to 'compete' for the latest fashion.
- Within the school itself, it has become more important for security reasons that our pupils are identifiable.
- At secondary school and within the world of work, pupils will, in many cases, be expected to conform to certain standards of dress - therefore in this respect wearing the uniform is training for life.

Details of Eastfield's Primary School Uniform

Parents have given the school wholehearted support on the matter of our school uniform. We are most grateful to parents and hope that their continued support will be forthcoming in what we consider to be a most obvious and important factor in maintaining our school ethos.

The school uniform dress code was developed by the Pupil Council and has the full support of the Parent Council.

All pupils are encouraged to take a pride in their appearance, setting high personal standards. Pupils are expected to use sound judgment and reflect respect for themselves and others in their dress and appearance.

Eastfield Primary School's policy is that all our pupils are required to wear the school uniform.

The School Uniform consists of:

- A **white** school shirt / blouse, and school tie which is visible at all times (P7 has bespoke Eastfield tartan senior tie)
- A **white** school poloshirt complete with the school badge (on PE days only for P1-6)
- Eastfield Tartan skirt or pinafore
- Dark **grey** 'smart' trousers, skirt or pinafore (leggings, jeans, denim and track suits are not acceptable, under any circumstances)
- A **navy** school jumper or cardigan complete with the school badge or a plain **navy** jumper or cardigan (No hooded tops)
- A school jacket or blazer complete with badge
- Sensible plain **black** shoes.

Pupils Must Not Wear:

- Football colours or clothing which has offensive slogans or symbols
- Clothing carrying advertising, particularly tobacco, alcohol or drugs
- Clothing which could cause health & safety difficulties, e.g. shell suits, and similar sportswear including items of clothing labeled flammable.
- Clothing or items which could be used to inflict damage or be used by others to do so, e.g. chains, studs, steel toe caps, knuckle-duster rings etc
- Valuable items of jewellery or expensive items of clothing. There is no insurance to cover the loss of such items.
- Outer Jackets, not part of the school uniform, **must be removed on entry to the school building.**

A change of shoes is required to ensure children have appropriate kit for indoor

PE. An additional pair of "pitch shoes" can be left in school for children to use when they access the school ash pitch.

Parents should ensure that their child(ren)'s name(s) are clearly marked on all clothing and equipment.

School uniform order forms are available from the school office, our suppliers website and shop.

Parents in receipt of a clothing grant for footwear and clothing 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 Assistant Chief Executive Education, Skills and Youth Employment. Information and application forms may be obtained from any school or First Stop Shop. 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, housing benefit, council tax rebate.

School Physical Education (PE) Kit Policy

The Eastfield Primary School policy on PE kits is consistent with the North Lanarkshire Council **Code of Practice for Participation in Physical Education**.

- All pupils are required to bring full kits to school in order to participate in PE lessons
- PE clothing must be in line with school dress policy and should not include football team tops, or feature inappropriate slogans on t-shirts.
- Watches, jewellery, or any other items which may be deemed dangerous to self or others, should be removed before participation.

2.4 School Meals

School meals are served in the cash cafeteria. There is a kitchen which has excellent facilities for on site preparation of food. All school meals are compliant with the council's "Hungry for Success" policy. If the weather permits, children are allowed to eat their packed meal outside, during only the months of August, September, May and June, otherwise they sit in the dining areas and are supervised during their meal time.

Special medical dietary requirements may be provided on consultation with the cook/supervisor. Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss

the child's dietary requirements.

Milk may however be purchased in the school during the meal period. For safety reasons, please use only cartons or small plastic containers for drinks - (not glass bottles or cans) since these may become the cause of accidents. No lollipops are permitted. Children who do not go to the cafeteria to buy their meal or eat their packed meal are considered to have gone home for meal.

As part of Scottish Government's agenda, All Primary 1-3 children will automatically qualify for free meals. Other children of parents receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) are entitled to a meal without charge. Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), housing benefit, council tax rebate.

2.5 The School Team

For session 2017-2018, our school team consists of the following members of staff,

Head Teacher

Mrs Lesley McPhee

Depute Head Teacher

Mrs Maxine Shanks (Additional Support for Learning co-ordinator, Nursery lead, Transition)

Principal Teachers

Mrs Fiona Kelly

Miss Kay Smith

Acting Principal Teachers

Mr Alexander Rutherford Numeracy & Mathematics

Mrs Jennifer Currie ASfL Assessment/Intervention Teacher

Miss Laura Duddy Literacy

Class Teachers

Nursery

Vacancy

P1a	Miss Jennifer Nicholson
P1b	Mrs Vanessa Steel
P1/2	Miss Denise Gallagher
P2a	Mrs Alison McElroy
P2 b	Mrs Lesley Fagan
P3a	Mrs Fiona Kelly (PT)
P3b	Miss Kay Smith (PT)
P4a	Mr Alan Miller
P4b	Mrs Jennifer Lam/ Mr Rutherford
P5a	Miss Ashley Wilson
P5b	Mrs Michelle Harkins/Mrs Currie
P6a	Mrs Margaret Dickson
P6	Miss Hendry/Mr Rutherford
P7a	Miss Lindsay Coyle
P7b	Miss Laura Duddy
McCrone	Mrs May Mather
ASfL Assessment/Intervention Teachers	Mrs Jennifer Currie/ Mrs Michelle Harkins

The school is staffed to levels advocated by national standards and the decisions of North Lanarkshire Council's Education Officers. There are 18 FTE teachers including the Head Teacher and Depute Head Teacher. The HT is the overall manager of the school and oversees all areas of learning and teaching, finance, curriculum development, assessment, and pupil and staff welfare. The DHT has specific responsibilities for Support for Learning, transition areas of S.I.P, the nursery and other duties delegated by HT. The Principal Teachers (incl; Acting) have a class teaching commitment and have responsibilities for certain areas of the curriculum and raising attainment.

Specialist Staff

As well as the full time staff mentioned above, we also benefit from support from

Mrs Yin Ying Cairney	NLC Bilingual Support Team
Mrs Janet Incecik	NLC Educational Psychological Services
Mr McKreel	Visiting Brass Instrument Tutor Greenfaulds HS

Clerical Support Staff

Mrs Audrey McGowan	Senior Clerical Assistant
Mrs Jeanette Juba	Clerical Assistant

School & Classroom Support Staff

Mrs Corrine Waugh	Classroom Assistant
Mrs Julie Baxter	Additional Support for Learning Assistant
Mrs Julie Horn	Additional Support for Learning Assistant
Mrs Carol Latta	Additional Support for Learning Assistant
Mrs Allison McNaught	Additional Support for Learning Assistant
Mrs Catriona McLaughlan	Additional Support for Learning Assistant
Mrs Linda Hamilton	Lunch Time Supervisor

Janitorial Support Staff

School is provided janitorial support by NLC Facilities Support service.

2.6 School Times and Holidays

School Hours

School Opens	9.00am
Interval	10.40am- 10.55am
Lunch Break	12.35pm- 1.20pm
School Closes	3.00pm

Nursery Class Hours

Morning session: 8.40/9.05 am until 11.30 or 11.50am

Afternoon session: 12.30/12.35 until 3.05pm or 3.40pm

Parents have option of hours to pick up early in line with school hours.

2.7 School Holidays 2018

December 2017 - January 2018

Christmas and New Year holidays	Monday 25 December 2017 to Friday 5 January 2018 (inclusive)
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February 2018

Mid-term break	Monday 12 February & Tuesday 13 February 2017
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In-service day (all areas)	Wednesday 14 February 2018
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April 2018

Spring break Friday 30 March to Friday 13 April 2018 (inclusive)

May 2018

May Day holiday
In-service day (all areas)
Mid-term holiday

Monday 7 May 2018
Tuesday 8 May 2018
Friday 25 May & Monday 28 May 2018

June 2018
School closes

Thursday 28 June 2018

School Holidays 2018-2019
Please see appendix for proposed school arrangements.

3.1 Supervision of School Playground

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

The Janitor, is in the playground at interval and lunchtime, as is the Classroom Assistants and Additional Support Needs Assistants. Support staff are timetabled to specific areas of the playground to ensure all areas are supervised - as much as possible. They also supervise the children lining up to re enter the school after interval and lunchtime - not in the morning. From 8.45am there is playground supervision and the janitor monitors the arrival of the school bus from 8.40am.

3.2 Homework, The Homework Diary and Home /School Communication

Pupils are given homework at every stage in the school. Work at home is encouraged for two reasons - it increases children's independent learning and it allows parents to work with their child. It also allows parents to see what work is being done in school.

Pupils are given work which will help to reinforce skills already taught. Homework should not take more than 15 - 30 minutes to complete and children should be stopped from working if they appear to be experiencing difficulty with it. A note to this effect in the homework jotter would alert teachers to any problems. Work given includes reading, spelling, maths, written language work or, for the upper school pupils, some research work for a topic. It would be appreciated if parents would supervise the neatness and legibility of written homework and sign the page, to show that they have checked over the work done. No work will be given to children absent through illness or holiday. Additional work will be set when the children return to class.

Each child has a Homework Diary which details homework for each night or for the week. A weekly comment from the class teacher is sent home each Friday which allows the Parent/Carer to comment and sign before returning. The diary

is used as a two way communication tool.

3.3 Additional Support Needs

Each class teacher is responsible for the teaching and learning of every child in the class by providing a suitable programme for the needs of each pupil. Further advice and support is available from specialists both inside and outwith the school. Many children experience learning difficulties at some time during their education and require some additional support either on a short or long term basis.

We try to ensure that problems are identified as quickly as possible. If a pupil is identified as having a specific difficulty, a personal programme of work is organised. Parents are informed and invited into school to discuss how school and parents can work together to overcome the difficulty.

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.

Staged Intervention is a framework that enables establishments to provide the most appropriate and least intrusive level of support for any child or young person with additional support needs at any time.

Level 1

Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom or playroom setting

Level 2

Internal Support, where education staff identify that a child or young person needs support or planning from within the school or early years establishment

Level 3

External support where educational staff identify that the child or young person requires support or planning from beyond the school or early years establishment but within education

Level 4

External Support provided on a multi-agency basis, where the child or young person's needs are identified as requiring support or planning from other agencies outwith education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

Looked After 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.

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 ask the authority to establish whether a child has additional support needs.

They can also request an assessment of support required at any time

Additional Support Plans (ASPs) enable staff to plan effectively for children and young people with Additional Support Needs.

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 and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan

Children with English as a second language also receive weekly support from our specialist teacher.

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 can not be resolved through **mediation**, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents 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 or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, 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 entitled to refer to the **Tribunal**.

3.4 Parental Involvement, How can you help?

The school endeavors to maintain a close working relationship with parents/Carers. Parents/Carers are always welcome at school, not just at prearranged parents' evenings. It is considered of paramount importance that parents and teachers have a positive working relationship in the educating of children. All parents (and grandparents) are welcome to come to the school and help with a number of activities ranging from reading a story, supporting with library visits to supervising golden time activities.

Parents/Carers with any particular expertise or interest are welcome. Please let us know if you can help. Please note that all helpers will require to be police checked under the new 'Protection of Vulnerable Groups Act'. Workshops are held for Parents/Carers throughout the year to support home and school learning.

3.5 Parent/ Teacher Interaction

Twice a year Parents/Carers have the opportunity for a one -to- one session with their child's class teacher. Written reports are also issued. In addition, children also set targets throughout the year as part of their profiles /snapshot jotters. Targets are completed in discussion with their class teacher and Parents/ Carers.

It is school policy to inform parents as early as possible if a child is not making expected progress at an appropriate level, so that the problem can be discussed and resolved on an individual basis. However, if you are at all concerned about any aspect of your child's progress at any time, please do not hesitate to make an appointment to discuss it with the class teacher or a promoted staff member.

Parents will have the opportunity to look at their child's work, assessments and experience the ethos of the classroom and school on a regular basis as part of Open Door Events, Class Assemblies, School Shows and Achievement Ceremonies.

3.6 Out of School Hours Learning

The school is keen to encourage the involvement of parents and the local community. Visits are arranged throughout the year for each class / stage to visit organisations/ centres which help develop or reinforce children's learning.

Recently it has proved more cost effective to bring a theatre group in to the

school rather than take children out to a show.

Parents/Staff are involved in supporting and organising After School Clubs such as Cross Country, Origami and Mindfulness, Netball, Cookery, Athletics, Choir and Football. Children participate in local events, often organised by Greenfaulds High School and Broadwood Stadium.

At Eastfield Primary, we place great emphasis on the development of the whole child and appreciate that there are various ways in which children learn to become good citizens. Parents, teachers and pupils help in numerous fund raising activities.

3.7 The Parent Forum

As a parent/carer of a child at Eastfield Primary 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:

- acquire information about what your child is learning
- acquire information about events and activities at the school
- acquire advice/help on how you can support your child's learning
- be informed 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

3.8 The Parent Council

Parent Councils came into force on 1 August 2007.

The Parent Council of Eastfield Primary School comprises of ten parents, two co-opted members, two members of staff and the Head Teacher.

The role of the Head Teacher to the Parent Council is that of professional adviser.

The Parent Council meets on the first Monday of each month at 7.00pm in Eastfield Primary School. At present the Chairperson of the council is Mrs Julie Baxter.

Minutes of the Parent Council Meetings can be accessed within the foyer of the school or on the school website www.eastfield.n-lanark.sch.uk

Members of the council can be contacted via Eastfield Primary School.

The 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) informing and developing policy (eg Behaviour and Homework);
- (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 stage, exceeds the number of places available.

Having a Parent Council ensures that you, the parents and carers, etc, have a voice. You can use the Parent Council enquiry email: (enquiries@eastfield.n-lanark.sch.uk) to express any views, opinions and suggestions you have. The Parent Council give a guarantee that each and every concern raised will be discussed and minuted with the actions published in the school reception area/ website after each meeting.

It is possible for members of the Parent Forum to observe the Parent Council meetings.

3.9 Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arrive 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 and the North Lanarkshire Council's website and Twitter.

The school also uses a text messaging system which allows messages to be sent to parents' mobile phones. This is used to inform you of any emergency or information when we cannot contact you at home or at work. The school website and Twitter account may also have announcements.

3.10 Medical and Health Care

Pupils are examined by the school medical officer in P1 and P7. Permission slips to enable this to happen, are issued at the start of each session. The local school nurse makes regular visits to the school to give advice on medical problems. Where necessary, facilities are available to test eyesight and hearing. The school dentist can be utilised when required.

If a child takes ill at school or has an accident, it may be necessary to arrange that the child is returned home. It is therefore essential that the school be informed of an emergency address, e.g. grandparents, other relative, or family friend who lives locally that can take charge of the child.

Please inform us if your child has any particular medical requirements. This is very important and best discussed with the DHT/HT in the first instance. It is important that any changes of phone numbers must be communicated to us.

It is a good preventative treatment, if all parents check children's heads on a weekly basis for head lice. If you find anything then you should treat it accordingly and notify the school. Once your child has been treated they can return to school. The school will notify the school nurse who will then contact you to discuss this matter.

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 somewhere else, other than at an educational establishment. In North Lanarkshire, children and young people are treated in paediatric in-patient unit within Wishaw General Hospital. Children and young people resident in North Lanarkshire, and in hospital in Glasgow, eg: Royal Hospital for Sick Children, 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.

3.11 Transfer from Primary to Secondary Education

Pupils normally transfer between the ages of 11.5 and 12.5 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. Pupils from Eastfield Primary normally transfer to Greenfaulds High School. Parents are assured that every effort is made by the staff of Eastfield Primary School and Greenfaulds High School to ensure that the transition to High School is as smooth as possible.

4.1 Curriculum for Excellence

What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 - 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated.

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.

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

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

Expressive Arts	Health and Well Being
Languages (literacy)	Mathematics (numeracy)
Religious and Moral Education	Sciences
Social Studies	Technologies

Importantly literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy. Learning is divided into two phases.

The GENERAL PHASE is from nursery to the end of Secondary School Year 3. Learning is divided into levels. These levels have replaced the 5-14 levels that you are familiar with. The new levels are as follows:-

LEVEL	STAGE
Early	the pre-school years and P1 or later for some
First	to the end of P.4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third	S1-S3, but earlier for some
Senior Phase	S4-S6 and college or other means of study

How will my child's learning be assessed?

There will be new ways of assessing each child's progress to make sure that potential is achieved.

New qualifications are being developed:-

- Literacy and Numeracy Tests (at the end of P1, P4, P7 & S3) will support professional teacher judgement
- National 4 and 5 qualifications were introduced in 2013/2014
- Access, Highers and Advanced Highers are being 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.

4.2 Equal Opportunities / Accessing the Curriculum

In Eastfield Primary School we feel that it is vitally important to the well-being of our pupils that all are treated fairly and that all should feel valued. We expect that the pupils in turn should value and respect each other and other members of the school and the wider community.

All pupils are encouraged to work hard and do their best in all areas of the curriculum. Our school staff are aware of the need to ensure that pupils consider all the options open to them and do not fall into stereotypical choices. We also believe that all pupils should be able to take part in all school activities. Extra curricular activities are available to all children. Our pupils are actively encouraged to respect each others' needs and to reject ideas of racial or religious intolerance. We aim to ensure that the school community is aware of the need to guard against discrimination of any kind.

The school is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people.

4.3 English Language

In Eastfield Primary School the Language curriculum is planned to ensure that our pupils become effective communicators and fluent, independent readers who value reading both as an educational tool and as a leisure activity. Writing, Talking and Listening is also a high priority.

We have been working on the NLC Active Literacy Programme and many changes have been made to the teaching of reading and writing within the past year at Eastfield Primary School.

A range of texts, are now used at all stages of the school to teach reading and a more active, motivating approach to Literacy provides pupils with daily opportunities to enhance talking and listening, reading, writing & thinking.

Children work through graded books, chapter books and novels suited to their reading age and ability.

Writing is still taught but is often linked to a real or a meaningful imaginary experience, a cross curricular area or to the outdoor environment.

Spelling is still taught. In the infants this is linked to the phonics programme and to the learning of the common words. Spelling rules and strategies are also taught so children can use these independently.

ICT is used to support all areas of Language work.

Mathematics

A more "active" approach to the teaching of maths is currently being adopted at Eastfield Primary and children will participate in more oral interactive lessons with the class teacher. Less time will be spent in completing worksheets and workbooks and more time working on meaningful practical tasks, or work in jotters.

Our programmes teach the experiences and outcomes of Curriculum for Excellence at the appropriate level and cover, number, money and measurement, shape, position and movement and information handling.

The pupils are encouraged to develop strategies and techniques for problem-solving through the use of many varied materials. Active play, mathematical games and investigative activities play an important part in helping pupils to use their knowledge and extend their problem solving skills.

Calculators are in use at all stages, not as a substitute for number skills, but as an aid to real number awareness. Computers are used to allow children to develop skills in creating and using databases and spreadsheets. Computers are

also used to consolidate skills and to develop problem solving and mathematical thinking. We aim to ensure that all children develop positive attitudes towards mathematics since mathematical skills are essential life skills.

ICT features highly in our maths curriculum. Interactive Whiteboards are used throughout the school as an additional teaching and learning tool.

Expressive Arts

Music

In school pupils follow a programme designed to develop performing skills, both singing and playing instruments, and are given the opportunity to experiment and create their own music. They are also encouraged to listen critically and appreciate various forms of music. A structured music course is developed across all stages. Seasonal shows and events involving all pupils are held throughout the year.

Those pupils with a particular interest and ability are encouraged to learn to play another instrument. At present we have instructors who give small group lessons in P.4 - P.7 for brass instruments.

Senior pupils may join the school choir which performs at school functions and local community events.

Art & Design

A progressive programme to develop the children's skills and knowledge in art and design is in place throughout the school. This follows the guidelines laid out in the Curriculum for Excellence programme.

From P1 to P7 the pupils have the opportunity to experience a variety of media in art, e.g. exploring 2D and 3D, pencil drawing, painting, printing, clay-modelling, along with model-making using dough, waste materials, papier-mâché, tapestry, weaving and embroidery.

Drama

Most children enter primary school with an imagination which has already been developed through taking part in play and 'pretend' activities. As they progress through school, their imagination and inventiveness are further developed through mime, role play and other drama activities. Through mime and movement, children learn to express feelings and emotions, and communicate co-operatively with each other and other audiences.

A number of pupils take part in productions inside and outside school, especially in pantomimes during the festive season. Work in Expressive Arts is often related to work done in Interdisciplinary Learning (IDL). ICT technology is used where appropriate.

Dance

Curriculum for Excellence ensures Dance is very much part of the Expressive Arts programme. There will be the opportunity for your child to enjoy "Dance" throughout the year but it may not always be in the same terms each year.

Dance gives learners rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances, commenting on their work and the work of others.

Choreographic form

Ways of creating dance, for example repeating phrases of movement.

Dance motif

A short pattern of movement that expresses and communicates a mood, a feeling, an activity or an idea.

Dance sequences

Routines which may contain the body actions of travel, turn, jump, gesture, pause and fall within safe practice.

Theatre arts technology

For example lighting and sound equipment used to enhance performances.

Information and Communication Technology

At Eastfield Primary School we use iMacs, iBooks, and iPads throughout the school. We now also have Netbooks, and PCs. Each class base has recently been fitted with an interactive whiteboard - "Smartboard."

The school is networked and all computers have access to the internet. Wireless technology is used to link laptops to the internet. Pupils have supervised access to the internet. Interactive white boards are used for teaching purposes and a selection of interactive software is available to enhance teaching and learning increasingly in all curricular areas. A programme is in place which ensures progression in I.C.T. skills from P1 to P7.

The school has an ICT policy which provides more information to parents/Carers on computer and internet usage for children in their class. Eastfield Primary School is a registered CEOP ambassador.

Technologies

The technologies framework provides a range of different contexts for learning which draw on important aspects of everyday life and work. It includes creative, practical and work related experiences and outcomes in business, computing, science, food, textiles, craft, design, engineering graphics and applied technologies.

Sciences

The main areas covered from the Early to Second Levels in Science are:

- Planet and Earth
- Forces and Electricity
- Biological Systems
- Materials

Science topics can be taught as a discrete subject others are taught as part of the Interdisciplinary Programme. Whenever possible links with Greenfaulds High School is encouraged.

Social Studies (Interdisciplinary Learning)

Through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it has been shaped. As they mature children's experiences will be broadened using Scottish, British, European and wider contexts for learning.

The Social Studies experiences and Outcomes have been structured under 3 main categories:

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

Each year the pupils study a balanced range of topics chosen to provide them with a knowledge of the world, past and present, and to develop a positive attitude towards conservation of their world for the future. These are detailed studies in which the pupils develop key skills in research and investigation enabling them to understand and investigate the developing world. Many computing skills are also developed. Pupils create databases, graphs, pie- charts, use word-processing and drawing documents to produce attractive and interesting records of their activities. In addition pupils learn to use digital cameras, digital photographs and presentation packages, such as Powerpoint. Pupils also use a video and edit their work. Work is planned so that pupils of all abilities can benefit and contribute. Our Interdisciplinary approach allows several areas of the curriculum to be linked together under one area.

Health and Wellbeing

Learning through Health and Wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.

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

Eastfield Primary School is a Health Promoting School and Nursery holding the Gold Award. We aim to ensure that our pupils have an accurate knowledge of the human body and how it works and an understanding of how social and emotional factors influence good health. Children are then enabled to make informed choices to ensure a healthy lifestyle.

Each year we hold a Health Week to promote our Health and Wellbeing programmes and work in school.

Our curriculum covers education in food and nutrition, use and abuse of drugs including medicines, alcohol, tobacco, solvents and controlled drugs, sexual health and personal safety, relationships and friendships. These areas of the curriculum are taught by class teachers in partnership with the school health service, the Police and others involved in the promotion of healthy living. Activities involve classroom teaching, drama, various activity days and focus weeks such as our Healthy Eating and Keep Fit Weeks. Physical Education is now part of the Health Education Curriculum.

Eastfield Primary School kitchen follows the councils "Hungry for Success" guidelines.

With specific reference to the teaching of sexual health, a parental workshop will be held for the parents of senior pupils to explain the various materials used.

Physical Education

The Physical Education programme used in the school satisfies the requirements of Curriculum for Excellence. This programme ensures continuity and progression throughout the school and is made up of sections on dance, games, gymnastics and athletics. Primary 5 are given the opportunity to learn to swim at the Tryst Sports Centre. In the summer term we hold our annual Sports Day and all the pupils from P1 to P7 take part. A wide range of extra curricular sports activities e.g. football, athletics and netball/cross country are offered to children throughout the school.

Liaison with Greenfaulds High allows the children the opportunity to participate in inter school competitions.

Social Wellbeing

This will be developed by raising the young person's awareness, understanding and experience of participation in consultation, citizenship and volunteering activities within the formal and informal curriculum.

We aim to teach our pupils how to look after their own personal needs, to work independently and in groups, to make informed decisions, to be aware of their own abilities and capabilities and encourage them to develop self discipline. They are encouraged to set personal goals for both in and out of school activities.

To achieve all of this the children take part in discussions structured to encourage reflection on issues such as friendships and relationships. We encourage children to value themselves, their own skills and to set personal targets for themselves.

All children are encouraged to take part in our Primary 7 residential experiences which provide an ideal opportunity to practise all their acquired skills and to develop them further.

Spiritual, Social, Moral and Cultural Values

Our Religious and Moral Education programme is planned to ensure that our children have the opportunity to explore three of the World's major religions, as well as views which are independent of religious belief, and consider the challenges posed.

Each year pupils study Christianity, Islam and Judaism. This is planned to develop a sound knowledge of religions and help the children to understand the beliefs and values of the many religious groups which make up our society. They are encouraged to appreciate that deeply held beliefs lead to behavioural practices which should be respected.

Major festivals of various religions are acknowledged, although the school holiday pattern takes account of the Christian year.

Parents/Guardians 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.

Under the terms of Education Act 1980, parents/guardians may withdraw their children from Religious Observance but not from the programme of Religious Education which is a statutory subject in the school curriculum.

5.1 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.

Our Child Protection Co-ordinator is Mrs Lesley McPhee (Head Teacher). In the Head Teacher's absence Mrs Shanks, (DHT) will hold the temporary position of the Child Protection Co-ordinator.

In Eastfield Primary we recognise that Child Protection is a very sensitive area in which many emotions are raised, but we feel it is necessary to keep you informed of the procedures we must follow should any Child Protection incident arise. In North Lanarkshire it is mandatory for each school to have a named Child Protection co-ordinator whose role is to attend courses, report back and provide training and advice for staff. Ultimately, however, the Head Teacher has overall responsibility for ensuring all Child Protection issues are dealt with through the proper channels.

In Education our role is to provide a safe environment for all children where effective learning can take place, but the provision of pastoral care is of great importance. We have a duty to 'be alert to the need to act in the best interests of children and in co-operation with other key agencies in order to protect children from harm and abuse.' This means that as teachers we have a contractual and professional duty to report any suspicions we may have regarding the possible abuse of any child. We have no choice in the matter and we do not require proof. Our job is not to question the child but to pass on our suspicions to the head teacher who will contact either the Social Work Department or the Police. Equally, should a child disclose any concerns to us, again we must proceed within the guidelines laid down for us and report our information. Naturally any Child Protection issue is confidential and only those who need to know are informed.

Education has an important role to play in promoting the welfare of children and we try to do this through creating a positive, caring environment where children are encouraged to discuss concerns, build positive relationships based on trust and become aware of their rights and responsibilities. Much of the above work is done through our Health and Well Being Curriculum.

5.2 School Attendance/ Absence

Section 30 of the 1980 Education Act places 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.

It is essential that parents telephone the school to inform us of any absence.

If no phone call is received and we cannot contact the emergency contacts then we may have to take further action and inform the police.

All absences should be covered by a note from parents. In a case where a child has been absent and **no** covering letter has been received by the school, the school attendance officer will be asked to investigate.

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 school 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. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted.

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. Such circumstances may include:

- A family holiday judged to be important to the well-being 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.

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

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

- 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

The school attendance officer investigates unexplained absence and that the authority has the power to write to, interview, or prosecute parents, or to refer them to the reporter of the children's hearings, if necessary. The Parent Council may have an advisory role in these proceedings. Attendance and absence data for the current school year are in the appendices..

Absence rates are calculated as a percentage of the total number of possible attendance for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance. The data for North Lanarkshire and Scotland includes all education authority and grant-aided primary schools, but excludes all special schools. At Eastfield Primary School our present rate of attendance is 95.6 % and we hope with your help to keep improving this, in order to stay ahead of the North Lanarkshire Council average attendance of 94.9%.

5.3 School Discipline and Anti-Bullying and Relationships Policies

These policies are available from the school office

All members of Eastfield Primary School have the right to work and learn in a safe and secure environment without disruption from others. By promoting positive behaviour our children are encouraged to take responsibility, develop

self-control and enhance their self esteem.

All children should know, understand and follow the Eastfield School Rules. These should be displayed in every class, referred to throughout the day and through Health and Well being and Interdisciplinary lessons.

Harm to others or violence of any kind is not tolerated. Incidences of harm or violent behaviour should be reported immediately to the HT or DHT. The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system.

5.4 Placing Requests

You have the right to make a placing request for your child to be educated in a school other than their catchment 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 Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website. Parents and Young people have a right under the Additional Support for Learning Act 2009 as amended by the Education (Additional Learning Support for Learning (Scotland)) 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 and young people to make a placing request to attend a school/establishment belonging to another authority.

5.5 Transport

The council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest 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 who consider they are eligible should obtain an application from the school or from Learning and Leisure

Services. These forms should be completed and returned before 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 certain 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. Not necessarily for the start of term.

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 responsibility to ensure that their child arrives at the pick up point in time. It is also the parent'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 right to free transport.

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 council policy stated above.

If you can walk with your child to school, it is better for you and for your child - healthier and safer for everyone. This avoids traffic congestion and reduces the chances of accidents in the vicinity of the school.

If you must bring a car, please use the 'dropping off' zones within the Smiddy Car Park and do not park within Cairntoul Court or on the zigzag lines. This will help keep all children safe.

When coming into school, children should follow the footpaths and go round the building.

5.6 Community Facilities

It is Council policy that school accommodation be made available as far as possible, outwith school hours for use by the community. Such use by groups and clubs will be in accordance with approved letting procedures and enquiries should be directed to the Community Education Officer, address in the appendix, page 33. At present no classes or clubs take place in the evenings within Eastfield Primary School.

5.7 Equal Opportunity and Social Inclusion

It is the policy of the school not to discriminate against either gender, race, religion, culture nor to divide children into boys and girls for any activity or in any place in the school. The only exceptions to the above are the use of separate toilets for boys and girls.

Teaching within the school is designed to prepare both boys and girls for a world where sexual discrimination is far less rigid than it has been in the past. This is encouraged by the use of non- sexist stories throughout the school at all stages. Work is also undertaken at appropriate times in the year to deal with inequality caused by disability or colour. Racial harassment is not acceptable and steps are taken to ensure that all children are aware of this.

As part of Social Inclusion, more and more children with disabilities will be attending main stream school and this will enable all children to become aware of the problems. The school is committed to assessing all policies and practices to ensure there are no negative impact on any group of people.

5.8 Data Protection

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to the Freedom of Information and Records Management Officer.

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed 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.

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- 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 data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act 1998. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act 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.

Concerns

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.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, <http://www.scotxed.net>.

5.10 Freedom of Information

The Freedom of Information (Scotland) Act 2002 came into force in January 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 and Records Management Officer can be contacted by telephone on 01698 524 712.

5.11 Concerns

If you have any concerns about the ScotXed data collections, you can e-mail school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SGEP, 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.

Want more Information?

Further details about ScotXed data exchanges are available on the ScotXed web site, www.scotxed.net

6.0 Additional Information

North Lanarkshire Council

Learning and Leisure Services
Municipal Buildings
Kildonan Street
Coatbridge
ML5 3BT
Telephone No. (01698) 403140

School Councillors

Mr Bob Chadha
Mr Barry McCulloch
Mr Alan Masterton
Mr Alan O'Brien

Contact Details

Civic Centre, PO Box 14, Motherwell, ML1 1TW
Telephone No: 01698 302222

Continuous Improvement Officers

Mrs Irene Pandolfi
Mr William Collum
Mr Robert Dalzell
Telephone No: (01236) 812222

Education Officer (Early Years)

Mr David Craig
Telephone No: (01236) 812222

Additional Support Needs Manager

Mrs Lyndsay Malley
Telephone No: (01236) 632363

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,

Telephone No: 0845 123 2303

info@enquire.org.uk

www.enquire.org.uk - for parents and practitioners

www.enquire.org.uk/yp - for children and young people

Resolve

Telephone No: 0131 222 2456 (Independent Adjudicator)

Scottish Independent Advocacy Alliance

Melrose House
69a George Street
Edinburgh
EH2 2JG
0131 260 5380
enquiry@siaa.org.uk
www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Europa Building

450 Argyle Street

Glasgow

G2 8lh

Helpline: 0845 120 2906

Fax: 0141 305 4185

E.Mail: inquiries@asntsscotland.gov.uk

NHS Lanarkshire

Central Health Centre

Telephone No: 01236 731711

Social Work

Cumbernauld/Chryston

Bron Way

Town Centre

Cumbernauld

G67 1Dz

Telephone No: 01236 638700

Please Note

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

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

Education Authorities by law 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.