

CONTENTS

Pg No.

- 1 HT Introduction
- 2 School Pledge
- 3 Service Pledge
- 4 School Information: Contact Details
 - School Roll
 - Class Structure
 - Denominational Status
 - Community Facilities & Letting Procedures
- 5 Location & Buildings
 - Staff List
- 6 School Day / Times
 - School Year / Holidays
- 7 Enrolment
 - Placing Requests
 - Transfer from Primary School to Secondary School
- 8 Links with Partnership Schools
 - Links with Pre-5 Establishments
- 9 Equal Opportunities
 - The Curriculum / Curriculum for Excellence
- 12 Literacy & English
- 13 Mathematics
 - Health & Wellbeing, Sciences, Social Studies, Technologies
- 14 Information Communication Technologies
- 15 Expressive Arts: Music / Drama / Physical Education / Art & Design
- 16 Religious & Moral Education
- 18 Raising Achievement For All
 - Additional Support Needs
- 19 Dispute Resolution
- 20 School Improvement Plan
- 21 Homework
 - Promoting Positive Relationships
- 25 School/Community
- 26 Extra-Curricular Activities
 - Educational Visits
- 27 Visitors
- 28 Home / School Links
- 29 Attendance at School
- 30 Child Protection
 - Adult Protection
- 31 Clothing & Uniform
- 32 Supervision of Playground
 - Meals
- 33 Transport
 - Medical & Health
- 34 Information in Emergencies
 - Freedom of Information
 - General Data Protection Regulations (GDPR)
- 39 The Parent Forum / Parent Council
- 41 Important Addresses / Contacts



Morningside Primary School
School Road
Morningside,
Wishaw
ML2 9QW

Telephone No. : 01698 274938

Dear Parents/Carers,

Our handbook has been compiled in order that we might:

- a) give you some general information about the school.
- b) offer a brief outline of our educational aims for your child(ren).
- c) give statements on our curriculum content.

It is our hope that, as you read through the pages, you will be assured that we share your commitment to your child's social, moral, physical and academic welfare and that we share the same high expectations that we educate each child to his or her potential.

You have been your child's first teachers and it is our aim to continue to foster the same positive attitudes of honesty, consideration for others, self-discipline and responsibility which are being encouraged in the home. Through mutual co-operation between home and school, we can then work in partnership with you to provide opportunities for practice of these virtues.

The school has very strong links in the local community and benefits from close liaison with other local primaries, pre-5 establishments and Clyde Valley High School.

We value each child as an individual and hope that experiences gained in Morningside Primary School will give your children a positive self-image, confident in their valued contribution to the school and the wider community.

If I can be of any further assistance and if you would like to arrange a visit to Morningside, please do not hesitate to contact the school.

Yours sincerely

Jennifer Gardiner
Head Teacher





*We strive to be a Strong & Caring School
Community*

where everyone is ;

*SAFE
HAPPY
INCLUDED
&
RESPECTED*

by

Building Confidence & Raising Achievement

WE TRULY ARE MAKING PUPILS SHINE





LIVE
LEARN
WORK
INVEST
VISIT

We aspire to:

Support all children to realise their full potential

- ❖ *Improve outcomes for all children and young people and minimise the poverty related gap in attainment*
- ❖ *Provide support to our children and young people, which is early, effective, based on need and delivered in partnership*
- ❖ *Support our looked after children and young people to achieve their full potential*
- ❖ *Maximise employment opportunities through our education provision*



SCHOOL INFORMATION

Name and Address: Morningside Primary School
School Road
Morningside
Wishaw
ML2 9QW

Telephone Number: (01698) 274938

E Mail Address: enquiries@morningside.n-lanark.sch.uk

Website/Blog: glowscotland.gov.uk/nl/morningsideblog

Twitter: Account@morningsideps

Roll: Our present roll is 231. Parents/carers should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised. The planning capacity of the school is 185. In addition to this, the school has access to 60 temporary spaces. These are not included in the capacity calculations because of their temporary nature.

Class Structure: At present we operate a nine class structure from P1-7, with a mixture of 6 straight classes and 3 composite classes.

Denominational Status: Morningside is a non-denominational school.

Community Facilities & Letting Procedures: 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 Culture NL located at Summerlee Museum of Scottish Industrial Life, Coatbridge.



LOCATION AND BUILDINGS

Morningside Primary is situated in the village of Morningside, approximately one mile from Newmains. The school was built originally in 1874, is of traditional style, with a main hall, seven classrooms, an ICT room, a support base/resource room, an office, janitor's room and Head Teacher's room. We also have two modular classrooms within the school grounds.

TEACHING STAFF

Head Teacher: Mrs Jennifer Gardiner
Principal Teacher: Mrs Lorraine White
Class Teachers:
Mrs Laura Mitchell
Mr George Stathis
Ms Rebecca Jones
Mrs Caroline Robertson
Mrs Lynne Fullerton
Miss Danielle Cassidy
Mrs Kirsty Lawrence
Miss Jennifer Stillie
Mrs Elma Black (Temporary)
Mrs Nicolle Murray (Temporary)
Miss Kellie McQuade (Probationer)

NON-TEACHING STAFF

Senior Clerical Assistants: Mrs Angela Carmichael (P/T)
Mrs Beverley Daly

Classroom Assistants: Mrs Veronica McInnes

Special Needs Assistants: Mrs Marion Kerr
Miss Gail Devine
Mrs Marta Balkova
Mrs Laura Lyons

Janitor: Mrs Catherine McLaughlin

Cleaning Assistants: Mrs Elaine Kerr
Mrs Katie McGranaghan

Catering Assistants: Mrs Irene Cunningham
Miss Diane Dow
Mrs Carol-Ann Crooks



SCHOOL DAY

Daily: 8.55am - 3.00pm (P1 - P7)

Morning Interval: 10.30am - 10.45am

Lunch: 12.10pm – 1.00pm

All P1 pupils will be required to attend full-time from the first day of the session.

THE SCHOOL YEAR - SESSION 2020/2021

The Education Committee has agreed the school calendar and holiday arrangements for Session 2020/21. These arrangements apply to pupils and teaching staff.

First Term

Teachers return for duty*	Tuesday, 11th August 2020
In-service day*	Wednesday, 12th August 2020
Pupils return	Thursday, 13th August 2020
September weekend close	Thursday, 24th September 2020
Re-open	Tuesday, 29th September 2020
Mid Term close	Friday, 9th October 2020
Re-open	Monday, 19th October 2020
In-service day*	Monday, 16th November 2020
Christmas Close	Tuesday, 22nd December 2020

Second Term

Re-open	Wednesday, 6th January 2021
Mid Term Close	Friday, 5th February 2021
In-service day*	Wednesday, 10th February 2021
Re-open	Thursday, 11th February 2021
Spring Break Close+	Wednesday, 31st March 2021

Third Term

Re-open	Monday, 19th April 2021
May Day	Monday, 3rd May 2021
In-service day*	Thursday, 6th May 2021
May Weekend close	Thursday, 27th May 2021
Re-open	Tuesday, 1st June 2021
Summer Close	Thursday, 24th June 2021

*These indicate the 5 In-service days for teachers this session.

+Good Friday 2nd April 2021, and Easter Monday 5th April 2021



ENROLMENT

Parents/carers offered or seeking a place and wishing to visit the school are advised to telephone the Head Teacher.

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 do 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 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, as amended by the Education Additional 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, 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.

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/carers 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.

The school to which pupils normally transfer is:

Clyde Valley High School
Castlehill Road,
Wishaw
ML2 OLS
Tel: 01698 274950

The school's partnership with parents and the wider community has many excellent features. Very strong community links have been established with the church, the local nursing home, and local businesses. Parents and grandparents are very well involved in the weekly work of the school. The Parent Council is very supportive and is heavily involved in both curricular workshop evenings and in the establishment of business partners. Highly effective transition programmes are well established with the local nursery and secondary school.



LINKS WITH PARTNERSHIP PRIMARY SCHOOLS



P7's enjoy different aspects of CVHS

Clyde Valley High School has established extensive links with its ten partnership primary schools to prepare pupils for a smooth transition between primary and secondary school and to provide continuity of learning.

The Depute Head Teacher (S1 & S2), Mrs Yvonne McKenna, links closely with all of the primary Head Teachers when they have their monthly meetings to discuss curricular matters. All aspects of A Curriculum for Excellence are tackled in turn and expertise is shared within the group.

Each year, Clyde Valley organises a number of events and visits for the pupils in our primary school, e.g. Netball and Football Tournaments, P6 + P7 visits, school show, public speaking, Fete de Noel.

In addition, staff from Clyde Valley make a number of visits to the primary schools.

Pupil Support and Learning Support staff, in conjunction with the Primary 7 teachers, prepare profiles on the pupils. This ensures that pupils are kept together with friends and that any special needs are met.

By the time the pupils leave Morningside Primary School, Clyde Valley has gathered a wealth of information on each individual - health, progress, effort, test results, additional support needs. As a result of our liaison programme, it is our experience that pupils settle very quickly into S1 and that they are able to experience continuity of education provision.

LINKS WITH PRE-5 ESTABLISHMENTS



P1's and their buddy

Morningside has established links with many of the Pre-5 establishments to prepare for transition from nursery school. (The current session has seen a planned programme of liaison visits between Newmains Nursery Centre, our nearest neighbour, and Morningside Primary. This has involved a nursery nurse working with the P1 Class Teacher for the first two days of term and a programme of class visits to the Nursery).

The "buddies" of the future will help at parties and visit the centres from time to time. The pre-school children are invited to Morningside Primary for concert rehearsals, sports events, liaison visits.

Newsletters are exchanged between establishments.



EQUAL OPPORTUNITIES

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 in line with the Equality Act 2010. The school endorses the Council's Equality and Diversity Policy and Equality Strategy 2019-2024, the Service's Promoting Equality and Diversity Circular Gen 155-10. and is committed to eliminating all forms of discrimination including disability, gender and religion.

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>

CURRICULUM

- **Successful Learners • Confident Individuals • Responsible Citizens • Effective Contributors •**

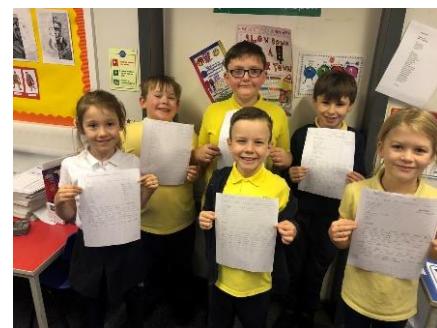
What is Curriculum for Excellence?

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.



Well done to our P6 Star Writers.

Fantastic effort in their instructional writing



P5/4 Star Writers

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
- an effective contributor

These four capacities govern the entire curriculum from age 3-18 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 & 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 pre-school to P1
- First to the end of P4
- Second to the end of P7
- Third and fourth S1-S3

What is the Broad General Education?

The Broad General Education (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

There are eight curricular areas:-

- ✓ Languages and Literacy
- ✓ Mathematics and Numeracy
- ✓ Expressive Arts
- ✓ Religious and Moral Education
- ✓ Health and Wellbeing
- ✓ Sciences
- ✓ Social Studies
- ✓ Technologies



*Our P1's mix some spooky potions
in the mud kitchen*



Assessment and Reporting



P6 made faces from 2D and 3D shapes
life.

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 judgements 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.

Rather than engaging in traditional written assessments, pupils will be asked to engage in a variety of activities which will assess their learning, typically evidencing their learning in terms of what they:

- Say
- Make
- Write
- Do

Learning logs evidence assessment in a diversity of ways e.g. photographs, written assessments, mind maps etc.

Key Components in Learning and Teaching

Pupils are made aware of their Learning Intentions (what we are learning) and Success Criteria (what we need to do to show we are successful) and these are made clear at the beginning of each lesson/block of learning. Pupils use these key components in order to assess their own, and each other's, pieces of work. Learning Intentions and Success Criteria are also used within the high quality teacher feedback that pupils receive. ICT is also used to enhance learning experiences in all areas of the curriculum.

Furthermore, staff facilitate experiences which develop higher order critical thinking skills, devising tasks which encourage pupils to show they are:



These higher order thinking skills encourage deeper learning and promote creativity within our classrooms.



In playrooms and classrooms staff will be using improved ways of assessing children's learning, taking account of national and local advice and guidance.

Reporting To Parents

Your child's progress will be reported to you so that you know how well your child is doing. This can take many forms e.g.

- Interim and final written reports
- Parent-teacher consultations
- Class assemblies
- Blogging
- Opportunities to view/comment on classwork

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.

'A Curriculum for Excellence' (Scottish Executive 2004) is available at:
www.acurriculumforexcellencescotland.gov.uk



Sunflower competition winners

Building the Curriculum at Morningside Primary School

Our curriculum offers experiences in:

LITERACY & ENGLISH

Literacy and English is an integral part of every curricular area and has a high priority in our planning. Development of literacy to meet the standards and targets of the North Lanarkshire literacy programme is pivotal to the school's Literacy Policy. It is the overall aim of our literacy programme that the children will progress throughout their primary years, developing the skills necessary in the four areas of language, i.e.

- Reading
- Writing
- Talking
- Listening

to allow them to communicate with fluency and confidence.

Reading:

At Morningside Primary School, we follow the North Lanarkshire Council policy on reading which focuses on comprehension strategies as well as on fluency. A diverse range of texts are used in order to provide appropriate challenge and enjoyment. Pupils read to find and handle information for a range of purposes and read, on occasion, aloud to enjoy and respond to a variety of texts. All children in the school have an opportunity to borrow a book from both the class and the library van which visits the school weekly. P1 benefit from 'Book Bags' which the children are allocated each week by our 'Book Bag Ladies'.



*P5 read *Kaspar Prince of Cats* by Michael Morpurgo during their *Titanic* topic*



Writing:

Opportunities for writing permeate the curriculum and occur daily. Writing is also developed through the North Lanarkshire Literacy Programme. Punctuation and structure, spelling, handwriting, presentation and author's craft are all recognised as being vital tools in achieving writing of quality. The school's policy also places emphasis on content rather than only grammatical accuracy. Children's writing has been a major development and the quality of children's writing has shown significant improvement over the years.

Talking and Listening:

The cooperative nature of A Curriculum for Excellence means that talking and listening activities are key to the learning opportunities that are facilitated in school. Children regularly work in pairs, trios and larger groups providing regular opportunities for pupils to become confident individuals who are equipped to communicate in an ever changing world of work.

MATHEMATICS



P3/2 made bats for Hallowe'en using 2D shapes

A variety of resources support the facilitation of our Numeracy and Mathematics Curriculum, including Numicon, SHM, Teejay, Education City, and the Professional Learning Resource for Numeracy. Pupils follow a clear Maths Pathway which ensure that all learners engage in the experiences and outcomes under the three main organisers:

- Number, Money & Measure
- Shape, Position & Movement
- Information Handling

As in all curricular areas, assessment is ongoing and informs future learning and teaching experiences.

It is our aim to support each child's development through active mathematics which is relevant to real life contexts, whilst ensuring the highest quality learning and teaching experiences.

HEALTH AND WELLBEING, SCIENCES, SOCIAL STUDIES, TECHNOLOGIES



Our JRSOs created a Road Safety display

Throughout the school session, pupils embark upon learning across different curricular areas, often through interdisciplinary themes. The Health and Wellbeing themes cover a host of issues including bullying, racism, health and personal safety, to name a few. This is a superb opportunity to get to know one another whilst preparing to become a responsible citizen within our society.

Learning about the environment often involves engaging in outdoor learning, visiting places of relevance and interest or perhaps hosting a visiting expert, all giving first-hand experience.



Children learn firstly about their own surroundings, followed by people and places further away e.g. my school, Scotland, Europe etc. History is taught by learning about people who lived in the past e.g. Egyptians, life in a Medieval Castle and the Second World War.



P5 make rockets for their Space Topic



P4 made Saltire flags when learning about St Andrew

The discovery of Science and Technology involves investigating, questioning, seeing connections and trying out ideas. This is done using a balance of investigative and practical work in order to develop transferrable skills throughout learning.

Health education has an important place with children being given the knowledge to enable them to make decisions which will benefit them and their families, allowing them to become responsible citizens who contribute to society in an effective way. Information is given about how our bodies work and children are encouraged to make healthy life choices. The teaching is done in a positive and engaging way.

INFORMATION COMMUNICATION TECHNOLOGIES



P1 enjoy using the Smartboard to provide stimulus for art, drama, music and writing. The whole school programme ensures balance and breadth.

ICT is used daily in order to enhance learning and teaching. We currently have interactive smartboards or LED TVs in every classroom which allows interactive learning and teaching using high quality audio-visual resources. All classes have access to laptops and we currently have 31 in school. We also currently have 6 iPads for use in classes, too. Children are able to increase their research skills, create products using different media and become effective learners through monitored use of the internet.

Social Studies encompasses all areas of the curriculum and can help with their sounds

EXPRESSIVE ARTS

Music:

There has always been a great emphasis placed on appreciation and enjoyment of music and the music experience for our children is divided into four categories:-

- **Singing**
- **Playing**
- **Listening**
- **Inventing**



P5 choir perform at our Christmas Fayre

These four elements are developed throughout the school. Children are also encouraged to listen to all types of music: classical, pop, opera, folk, Scottish traditional, as well as their own choice.

Very often a class choice of songs, music or poems with accompaniment is linked to specific topic work in Social Studies or Religious & Moral Education. Children are given experiences in playing using both pitched and non-pitched percussion and are encouraged to experiment in sound collage and production of their own melodies.

The Kodaly Principles Music course (as taught by the National Youth Choir of Scotland) is taught in Primary 5 and we have some members of staff also trained in Kodaly. Children have regular opportunities to perform on stage throughout the year.

The school is currently updating music provision provided in order to ensure progression throughout the school.

Drama:

Most children come to school with extensive experience of imaginative play through which they will have begun to explore aspects of the world characteristics around them. In drama, this familiar and powerful way of learning is exploited as pupils engage in activities where they are given opportunities to develop their knowledge and understanding of themselves and their relationships to others to real-life events. By engaging feelings, knowledge and experience in this dynamic and enjoyable way, creative and imaginative thought is stimulated in promoting confident individuals.

Through observing, questioning, challenging and supporting pupils, teachers seek to promote individual and group responses within drama, including the development of insights into both the particular context and the drama process itself, e.g. Personal and Social Development themes such as peer pressure, bullying, etc.

There is a clear cross-curricular link to Language within drama, with a particular focus on 'Talking and Listening'.



Physical Education:



Taking part in Football Festivals



P1's try a bit of Yoga

Physical well-being is recognised by all staff, and children follow a full education programme which includes:

- **Inventive Movement**
- **Expressive Movement**
- **Games Skills**
-

The programme currently in use develops ball handling, gymnastics and active health.

The school works closely alongside an Active Schools' Co-ordinator to provide many out of hours learning opportunities throughout the year with activities including Netball, Football, Skipping, Basketball, Gymnastics and Dance. Participation in these activities also gives the children the opportunity to take part in festivals with other cluster schools, and helps promote a sense of achievement both individually and as a school.

Art and Design:

As well as developing art and design through interdisciplinary themes, skills in Art & Design are focussed upon discretely.

Children are given experience of 2-dimensional and 3-dimensional work using various art and craft materials from crayon and paint to fabric and clay. The school's programme in art and design is being developed further as part of our school improvement plan.



P4 Hallowe'en Art

RELIGIOUS AND MORAL EDUCATION



P5 make Diwali lanterns

Religious and Moral Education is based on national guidelines. During the year children will be taught 2 topics focusing on Christianity and one each of Judaism and Islam topics, devised by the school and advisers. Practical expressions of 'caring and sharing' are stressed.





Bright, up-to-date, songs and hymns are enjoyed at weekly assemblies led by senior management team. The School Chaplain, Rev. Raeburn leads us in Religious Observance each month. Pupils are also given opportunities to lead assemblies. Assemblies reflect special festivals throughout the year, e.g. Harvest, Christmas, Mother's Day and Easter.

P3/2 visit the local church

It is recognised that the Education Act allows parents/carers to withdraw their children from any instruction in religious subjects and from any religious observances, and any such pupil will not be placed at any disadvantage with respect to secular instruction.

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.



Pupils pack Christmas shoeboxes for Romania

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.

No child will be discriminated against due to social hardship, race or colour. Any incident involving racial harassment will be investigated following NLC guidelines.

The school actively participates in fund-raising for many charities, both local and national.



The whole school enjoyed taking part in the Children in Need Fun Day activities



RAISING ACHIEVEMENT 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 for Education & Families 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.



P7's picking our own grown tomatoes to make tomato, pepper and chilli jam

ADDITIONAL SUPPORT NEEDS

Morningside Primary complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009.

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. We aim to enable all children to reach their full potential. We understand that most pupils have difficulty in learning some particular subject at some time. Among the reasons can be absence, ill-health, trouble in concentrating, speech difficulty. We strive to ensure that children in difficulty get the time, the help, the extra experience and practice they need in order to master each stage thoroughly.

Teachers plan work which is challenging but which is achievable. Support may be given to children experiencing difficulties and children who are very able. Initially when a child is identified as having additional needs, this may be met within the existing classroom setup, and throughout the school if required.

Multi-agency support may also be provided if the child's needs are such that external support is required, i.e. Educational Psychologist, Speech and Language Therapy, School Nurse, Social Work etc. Regular reviews take place with parents/carers between promoted staff, class teacher and support agencies.

Provision from North Lanarkshire Council is available for pupils with English as an additional language.

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/carers can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan.





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

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 multi-agency 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. That 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 discussions, 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/carers 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, placing requests and post school transition. If you disagree with any decisions 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.



SCHOOL IMPROVEMENT PLAN



P1 spelling with letterboards



*STEM Challenge –
Queensferry Crossing Models*

Priorities for 2020/21

Priority 1: To improve attainment and learning and teaching in literacy for all through planned moderation activities at school, cluster and beyond.

To develop a more robust shared understanding of the standards and in clusters, plan regular opportunities to have professional dialogue about children's achievement of a level.

- Improve the attainment and experience of all children in reading, writing, listening and talking.
- Increase ACEL data in reading, writing, listening and talking results
- Increase staff understanding and application of the standard.
- Improve the range of robust, reliable and range of assessment opportunities to improve outcomes for all when moderating children and young people's work within the school, cluster and beyond. Develop a more consistent approach across all levels and stages of when/what evidence should be gathered.
- Align progression pathways across the cluster to ensure consistency in shared expectations and understanding of standards.
-

Priority 2: To improve attainment and learning and teaching in numeracy and mathematics, with particular focus on application of knowledge and skills across learning.

- Continue to improve attainment in Numeracy and Mathematics with a focus on embedding SEAL framework from P1 – P7.
- Continue to improve attainment in Numeracy and Mathematics with a focus on mathematics organisers and application of knowledge and skills across learning.
- Narrow the gap for identified children in SIMD 1 & 2.
- Continue to develop a more rigorous approach to tracking pupil progress in Numeracy and Maths.
- Continue to provide family learning opportunities relating to numeracy and maths.



Priority 3: Improvement in children's health and wellbeing.

- Continue to plan and embed HWB teaching and learning programmes to ensure a consistent approach across the school.
- Continue to implement nurturing principles and approaches to support our most vulnerable children and families, including strategies to poverty proof the school.
- Improve HWB programmes and practices by developing a system to measure and track children's wellbeing.
- Improve the attainment and engagement of children who are identified as having a barrier to learning because of a health and wellbeing need.

HOMEWORK

It is recognised that homework is an important component in the educational experience provided for our pupils. It is widely accepted that continuous learning takes place within and outwith school. Teaching staff wish to work with parents/carers in supporting this learning in home and community. *“Homework provides a way of enabling parents/carers to see the kind of work being tackled during the school day encouraging a sense of partnership between the school and parents/carers.”* (HMIe).

Homework tasks should reflect National Guidelines on the curriculum. Most classes are using a 'weekly' approach to homework. This helps parents/carers with the flexibility if children are attending evening activities. Homework tasks include parents/carers being asked to listen to their children reading, children practising spelling and learning the 'number facts' at home. 15-30 minutes should be enough time for homework.

Pupils throughout the school also experience a variety of rich tasks involving parents/carers in their children's learning, e.g. 'make a hut for Percy' and 'make a house for New Lanark', linked to Curriculum for Excellence.

PROMOTING POSITIVE RELATIONSHIPS

Last session we introduced our new Positive Relationships Policy with all children, parents and staff involved in the consultation process. The policy is a right based approach which focuses on respecting the rights of all. Children are encouraged to show good behaviour for learning, communication and safety.

Full policy is available on request.



Houses

We have 4 houses within the school: Alcath (red), Torbush (yellow), Auchter (blue) and Cathburn (green).



Our elected House Captains and Vice Captains 2019/20

Token Cupboard

Staff can award pupils with tokens which can be saved and traded at the weekly 'token cupboard' sessions. This is a whole school reward initiative which the pupils respond to fruitfully.

Golden Rules

Our Golden Rules relate to the behaviour we expect from all the children. They have been chosen by the Pupil Council and are displayed in each class and throughout the school. These rules state the positive actions that we strive to see from all Morningside's Pupils. All stakeholders are asked to sign a Golden Rules Agreement at the beginning of the year to highlight their approval of the Golden Rules. The Golden Rules are:

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property
We are polite
We always wear our uniform with pride

Golden Party

As a reward, children will be able to attend the Golden Party. This is to recognise the positive behaviour of children that have worked hard to follow the rules. Children attending 3 or more reflection sessions during a term will not be able to attend the Golden Party.

Our policy at Morningside depends heavily on praise and celebration of success. However, in the case of serious indiscipline and aggressive misbehaviour, the school will have recourse to the procedures leading up to, and possibly culminating in, exclusion from school.



Rights Respecting Schools

Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The **Rights Respecting Schools Award** embeds these values in daily school life and gives children the best chance to lead happy, healthy lives, and to be responsible, active citizens.

There are three levels to the Award:

Bronze: Rights Committed; Silver: Rights Aware; Gold: Rights Respecting

At Morningside, we have achieved Silver level.

A Rights Based Approach

The three main points to remember are:

- Rights are something everyone has as a result of being born. No-one has power to give them to you or take them away from you. There are no conditions attached to them.
- When we learn about rights, we learn that not only do we have them ourselves, but everyone else has them too. When we are enjoying our own rights, therefore, we have a duty to make sure that we do so in a way that doesn't deny other people theirs. A rights-based approach encourages responsible behaviours.
- Adults working with children need to model rights respecting behaviour and use rights respecting language in order to reinforce the benefits of this values system.

It is important that adults and children alike learn not only that all children should be rights respecting but also that adults bear the responsibility for ensuring these rights are known about, understood and realised (article 42).

This means that:

- parents and carers are responsible for ensuring they model rights respecting behaviour in bringing up their children
- schools are responsible for promoting a rights respecting environment
- children learn to become rights respecting global citizens

Class Charters

At Morningside Primary, we learn about United Nation Convention of the Child (UNCRC). In each class the children choose articles which are most relevant to their classroom. A class charter is then designed and created by the children and adults in the class, whilst considering how they can display respectful behaviours and actions that ensure the rights of every child in the class is considered. All members of the class then sign the class agreement. What is agreed is then set out in a way that can be easily seen around the room.

Charters can be developed with the active participation of children from infant to P7. They act as a reminder of the shared values and principles based on the UNCRC and are applicable to all.



If a rule is broken, the children then consider how the behaviour displayed has impacted the rights. The aim is to make the UNCRC, a real and meaningful guide to action on a day-to-day basis. This means that both the initial process of creating the charter and its subsequent use should be inclusive and unite the children and young people and adults in the class. The charter develops a sense of ownership of the classroom and learning. Once developed it becomes a point of reference for the class and once signed by the teacher, assistants and pupils it signifies a shared enterprise and acts as the 'social glue' which binds everyone together.

Anti-Bullying and Restorative Practice (included as part of the positive behaviour initiative):

The aims of the policy are:

- To prevent bullying behaviour taking place wherever possible.
- To reduce bullying when it does happen and aim for cessation of bullying behaviour.
- To provide support for children and their families who have been affected by bullying.
- To build resilience in children and young people and their capacity to address bullying.
- To develop organisational capacity to address bullying.
- To provide information on resources for people who have experienced bullying.
- To provide appropriate training for all staff working with children and young people.



As part of Anti-Bullying Week our Pupil Council looked at the meaning of 'Respected' and came up with some good ideas for being Responsible Citizens

A Closer Look at Types of Bullying Behaviour

Physical

Includes hitting, kicking, pushing, choking. It also involves stealing or damaging someone else's property.

Verbal

Involves speaking to a person or about a person in a way that is hurtful to that person e.g. rumours, name calling.

Emotional

Includes behaviour that embarrasses another person or upsets and excludes them e.g. exclusion from peer groups, hate notes, rude gestures and rude looks.



Cyber

Involves the misuse of mobile phones, social networking sites, email to communicate degrading information about others or to start rumours. It is often hard to identify the person responsible for this type of bullying behaviour.

Prejudice-based Bullying

- Asylum seekers and refugees
- Body image
- Disabilist - physical and learning disabilities
- Homophobic: because of or focusing on the issue of sexuality or perceived sexuality
- Looked After Children and Young People
- Racial
- Religious and belief

Homophobic Bullying

This is a specific form of bullying and is motivated by a prejudice against lesbian, gay, bisexual or transgendered people (LGBT) or those perceived to be so.

At Morningside Primary, we believe our pupils have the following rights:

- Everyone has the right to be safe and free from bullying behaviour and harassment
- Everyone has the right for their property to be safe
- Everyone has the right to learn in a pleasant and healthy environment
- Everyone has the right to be treated with respect and understanding
- Everyone has a right to their own identity; and
- Everyone has the right to report incidences of bullying behaviour through appropriate channels

We also expect pupils to undertake the following responsibilities:

- Respect all people, personal property, and the rights of others
- Observe safety rules at all times
- Report incidences of bullying behaviour, harassment, theft
- Respect others' rights to the same happiness and enjoyment as you expect for yourself
- Avoid unhealthy and dangerous practices that affect you and others in the community; and
- Treat everyone with respect and understanding

Full policy available on request.

SCHOOL/COMMUNITY

The school encourages awareness of the benefits which accrue from membership of the village and wider communities; also the contribution which the child may make to these communities in his/her turn.

Regular visits are made to Morningside Care Home to entertain residents. Local senior citizens are also invited to visit the school regularly for entertainment and refreshment. Each year the school participates in the local Gala Day. Close liaison is maintained with Motherwell District Council Road Safety Committee, Police Liaison and Community Education.



Our P3 class joined in Hallowe'en





EXTRA-CURRICULAR ACTIVITIES



Our Eco/Gardening Club keep the school Grounds and gardens looking smart

Events are organised throughout the year to which pupils and parents/carers are invited by letter. Football, Netball, Dance, Judo, Family Learning, Eco/Gardening and Film Clubs meet after school on a regular basis. A stamp club meets in the school every second Tuesday.

EDUCATIONAL VISITS

During the course of the year, children are taken on educational visits, where appropriate, to enhance class work and increase their understanding and appreciation of topics being studied. Recent visits have included; The Wallace Monument and Stirling Castle, Strathclyde Park's Roman Baths remains, Five Sisters Zoo, Whitelees Windfarm, Glasgow Science Centre, The Tall Ship, Glasgow, Motherwell Heritage Centre and the theatre.

The North Lanarkshire Council Kilbowie Residential Education Outdoor Centre, near Oban, is an annual experience enjoyed by P7 pupils.



Our Primary 7's enjoyed many activities at Kilbowie Residential Outdoor Centre



VISITORS

During the course of a year visitors from the world of industry and the wider community are often invited to speak with the children.



Throughout the session there are regular visits from many other agencies as well as other staff from different areas of the Department of Education.

Regular visitors include Community Police Officer, School Medical Officer and Nurse, Network Support Service, Additional Support Service, Psychological Services, Continuous Improvement Service, Educational Officers and Catering and Janitorial Services, to name

but a few.

P2 had a visitor from Tesco who talked about where our fruit and vegetables come from

At various times in the school year we also have students working with us. We provide places for Motherwell College Childhood Practice, and Strathclyde University and Glasgow University BEd students. Several local Secondary Schools ask us to provide work experience for 4th year pupils also.

It would be impossible to continually inform parents/carers of all visitors involved in the day-to-day life of the school, but should you have any concerns regarding the involvement of visitors within your child's class, please do not hesitate to telephone the school.



Our P2 and P4 classes enjoyed a visit from one of our parents who talked about Thanksgiving. They made a 'Thankful Tree' and talked about reasons for being thankful

HOME - SCHOOL LINKS

Parents/carers are invited to meet with the class teacher in October and March at a mutually convenient time. Parents/carers may then wish to discuss their child's progress in school; find out what they can do to help; give background information to enable the teacher to make better provision for the child; or raise matters which are causing concern to themselves or to their children.

'Curricular' workshops are held for all parents/carers from time to time, as and when the need arises, (e.g. new resources and methods). P1 parents/carers are given the opportunity each year to familiarise themselves with the P1 curriculum. The parents/carers and children of the new intake are invited before the start of the summer holidays to spend two sessions in school in order to become familiar with school surroundings, get to know staff and for parents/carers and children to get to know each other.

Please refer to our separate guide to beginning Primary 1 at Morningside Primary School.

Regular information is distributed to parents/carers via letters, blogs and text messages and email. Our blog is updated regularly and shares weekly diaries as well as celebrating success. This can be accessed at:

<http://blogs.glowscotland.org.uk/n1/MorningsideBlog/>

Anyone wishing to contact the school urgently on matters affecting the education or welfare of his/her child should either call in person or telephone for an appointment.

The school is very fortunate in having parents/carers and other members of the local community who are willing to give their time and expertise to enrich the life of the school. Help of this kind is warmly welcomed.



The whole school was busy making items for our Christmas Fayre



ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act lays a duty on every Parent/Carer 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/carers will be asked to provide contact details including at least one emergency contact number, including where possible, a number that will accept a text message. 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 and may result in the school sending a text message. In terms of child safety police will be contacted if all attempts to locate the child have been exhausted.

Parents/guardians are asked to inform the school by letter or telephone 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.

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. 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.

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/carers 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.

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.

It should be emphasised that the school 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.

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 school's actions in response to Child Protection concerns.

If there are any Child Protection concerns, the Head Teacher will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Jennifer Gardiner

Telephone Number: 01698 274938

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 Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines (See Children and Adult Protection Procedures and Guidance – Section 15).

Adult Protection Co-ordinator is: Jennifer Gardiner

Telephone Number: 01698 274938



CLOTHING AND UNIFORM

It is not the policy of the Education Committee to insist on pupils having school uniform or specialised clothing. However, we do like to encourage the children to wear the school uniform which consists of navy blazer, navy skirt or trousers, white shirt, school tie (navy, red and gold) and school shoes (black gym shoes for indoor / gym). We discourage the wearing of trainers as we have found the choice/ brand of trainers leads to unnecessary fashion rivalry. Sweatshirts, polo shirts and jogging pants are available to order from the school twice yearly. It is preferable for children to have shorts, polo shirts and gym shoes for PE. Children are also asked to bring in black gym shoes to change into in school.

North Lanarkshire Policy: 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 will be keen to support the dress code and written agreement may be sought. Clothing which is unacceptable in school under any circumstances includes items which:

- **could potentially encourage factions** (e.g. football colours). NB:This includes football training, packed lunch boxes;
- **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;**
- **carrying advertising, particularly for alcohol or tobacco or other**
- **could be used to inflict injury to other pupils or be used by others to do so.**

Parents/carers of Primary aged children 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 Assistant Chief Executive, Education & Families. Information and application forms may be obtained from any school or First Stop Shops. Parents/carers 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 and Support Allowance (income related), Universal Credit (with an income below £610 per month), housing benefit, council tax reduction.

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 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 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.



SUPERVISION OF PLAYGROUND

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

Currently, we operate a whole school interval each morning.

Mrs McLaughlin, our Janitor, who enjoys a very good rapport with the children, supervises the playground. During morning intervals and some lunchtimes, she is assisted by Classroom Assistants and Additional Support Assistants as required, and HT and PT on some occasions. Supervision during non-class time and wet intervals is provided by all support staff, and HT and PT.

MEALS

The school has a small kitchen which has recently been upgraded to accommodate our growing roll. Meals are prepared and brought in from St. Aiden's High School. Children in need of a special diet can be catered for. A medically prescribed diet form must be completed by the child's Registered Dietician or GP.

All pupils in P1-P3 are also entitled to free school meals.

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 Council Office, Kildonan Street, Coatbridge. Application forms can also 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 Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (income below £610 per week), housing benefit and/or council tax rebate. Information and application forms for clothing grants may be obtained from schools, first stop shops and Council offices, Kildonan Street, Coatbridge. Application forms can also be downloaded from the council website www.northlan.gov.uk.

Only those children who receive a free school meal are entitled to free milk. Milk is, however, available for purchase in the school during the lunch period.

Those children who prefer to have packed lunches have accommodation set aside for them and they are expected to keep such areas clean and tidy. A large percentage of pupils remain for lunch/packed lunch and they are expected to behave both in the dining areas and in the playground.



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 safe walking route, which is more than the legal requirement. This means that the provision of transport could be reviewed at any time.

Parents/carers who consider they are eligible should obtain an application form from the school or Education, Skills & Youth Employment. These forms should be completed and returned before the end of February for those children 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, (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 parents'/carers' responsibility to ensure that their child arrives at the pick-up point in time.

It is also the parents'/carers' responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Behaviour which compromises the health and safety of our children on the bus, may result in the loss of the 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 the council policy stated above.

MEDICAL AND HEALTH

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then at ages 10/11 and 13/14 years, by staff of Lanarkshire Health Board and parents may refer their child at other times to the Clinical Medical Officer for examination and/or advice.

Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose to go instead to the family dentist; secondary school pupils receive examination and treatment at the local community dental clinic on request.

If a child takes ill or meets with an accident while in school, then the school will contact one of the child's parents in order to arrange for his/her return into their safe-keeping. If medical assistance is urgently required the school will take steps to secure this.



Parents are therefore requested to provide such information as will enable the school to contact them quickly in the event of an emergency, together with similar details about a relative, friend or neighbour willing to act on their behalf should the school be unable to get in touch with either parent. Parents should also provide the name and telephone number of the family doctor.

Parents will appreciate the need to inform the school of any particular medical requirements.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, 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 in touch by using texts, email, letters, notices in local shops and community centres, announcements in local churches and announcements in the press, local radio, NLC website and Twitter.

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 Co-ordinator can be contacted by telephone on 01698-302484.

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 & Families is located in Kildonan Street, Coatbridge ML5 3BT.

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 & Families uses the national IT system, SEEMIS, to store personal information electronically. We ask parents/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 or 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 of attendance, absence 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 obligation, personal information may be shared internally between departments 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 of 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 of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information. You can view this on our website at <http://northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hard copy of this information from Education & Families, Kildonan Street, Coatbridge ML5 3BT.

Your rights under data protection laws

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.
- **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.
 - 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 Date 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
Motherwell ML1 1AB
Email: AITeam@northlan.gov.uk

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
Email: casework@ico.org.uk

Transferring Educational Data About Pupils

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

What pupil data will be collected and transferred?

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 their school and education authority but they are not passed to SGEP. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would 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 exam results. 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 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 HM Inspectorate of Education 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 individual level data will be made public as a result of the data sharing and that these 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>

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,
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 website, www.scotxed.net.



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

The membership of the Parent Council must be a minimum of three parents of children attending the school. The maximum is eleven. Two-thirds of the Parent Council is made up of Parent Forum members and one third of the membership is reserved for other co-opted members including teaching and support staff in the school. The number of parent members on the Parent Council must always be greater than co-opted members.

The Parent Council is selected for a period of three years, after which time they may put themselves forward for re-selection if they wish. The selection will be made by nominations and if there are too many, then by drawing lots. All the parents of children at the school can take part in the selection by post, text or email. Parents will have 6 weeks to select their representatives.

Co-opted members are invited to serve for a period of three years, after which time the Parent Council will review and consider requirements for co-opted membership.

The Chair, Secretary and Treasurer of the Council will be agreed by the Parent Council members immediately following its formation. Office bearers will be re-selected by the Parent Council on an annual basis (at the annual meeting of the Parent Forum in June of each year).

The head teacher is the professional adviser to the Parent Council. The Head teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

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) fundraising;
- (f) taking part in the selection of senior promoted staff;
- (g) receiving reports from the head teacher and education authority;
- (h) receiving an annual budget for administration, training and other expenses;
- (i) improving home/school partnership & 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 Parent Council is made up of the following members:-

Interim Chairperson:	Mrs Elizabeth Webster	
Interim Vice Chairperson:	Mrs Claire Boyce	
Treasurer:	Vacancy	
Secretary:	Mrs Beverley Daly	
Parent Members:	Mrs Lesley Angus Mrs Lynsey Houston Mrs Laura McBride Mrs Rebecca Weir Mrs Emma Thomson Mrs Nikki Forbes	Mr Andrew Duffin Mrs Jillian Johnstone Mrs Louise Miller Mrs Alison Shearer Mrs Arlene Rafferty Mrs Julie Przyborski
Head Teacher:	Mrs Jennifer Gardiner	
Teacher Representative:	Miss Rebecca Jones	

The Parent Council can be contacted at: enquiries@morningside.n-lanark.sch.uk



IMPORTANT ADDRESSES

Chief Executive Area Office

Mr Des Murray

Chief Executive

North Lanarkshire Council

Civic Centre

Windmillhill Street

Motherwell ML1 1AB

Tel: 01698 403200

North Lanarkshire Council

Education & Families

Kildonan Street

COATBRIDGE ML5 3BT

Tel: 01236-812222

Irene Pandolfi / William Collum

Continuous Improvement Officers

Education & Families

Kildonan Street

COATBRIDGE ML5 3BT

Tel: 01236-812222

Local Councillors

Councillor Thomas Cochrane

Tel: Member Services 01698 302647

Councillor Clare Quigley

Tel: Member Services 01698 302438

Councillor Richard Leonard MSP

Tel: 01236 423555



Contacts in relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from:

South Locality (Motherwell/Wishaw/Shotts Area)

Bob Duncan /Donna McCann

Additional Support Manager

St Aidan's High School

Waverly Drive

Wishaw ML2 7EW

Tel: 01698-274656

Bob Duncan may be contacted directly 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. Contact can be made at:

Tel: 0345-123 2303

Email: info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

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

Resolve

Tel: 0131 313 8844 (Independent Adjudicator)

Scottish Independent Advocacy Alliance

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh EH3 6BB

enquiry@siaa.org.uk

www.siaa.org.uk

Additional Support Needs Tribunal (Scotland)

ASNTS

Health & Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow G2 8GT

Helpline: 0141 302 5860

www.asntscotland.gov.uk

NHS Lanarkshire

Wishaw Health Centre

Tel: 01698 355511



Social Work

Wishaw/Shotts Area Office
Kings House
King Street
Wishaw ML2 8BS
Tel: 01698 348200

Community Learning and Development Locality Office

Wishaw/Shotts CLD Locality Office
Coltness High School
Mossland Drive
Wishaw ML2 8LY
Tel: 01698 274331
Email: CLD-Wishaw@northlan.gov.uk

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 by law to issue a copy of the school handbook to parents in December each year. It details the current policies and practices of both the council and the school.

