



Sacred Heart Primary

Handbook

2021 / 2022



EDUCATION and FAMILIES





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1. WELCOME

SACRED HEART PRIMARY SCHOOL

'A School Where Everyone Matters'

Dear Parent / Carer,

Some of you may have older children at our school and are already part of our Early Years' community with our Partnership Establishments in Sacred Heart Nursery and Orbiston Nursery. For others, this may be your first contact with our school; you may have a little one joining our Primary 1 this session, or perhaps you have moved into the area and for your son or daughter this is a new school. Whatever the circumstances, I would like to take this opportunity to welcome you warmly to Sacred Heart Primary School. Our handbook has been compiled in order that we might:

1. Give you some general information about the school.
2. Offer a brief outline of our educational and pastoral aims for your child(ren)
3. Give statements on our curricular content

When your child first joins us here in Sacred Heart Primary, we are all entering a new partnership with the same aim in mind and that is to provide the highest quality of Education and Pastoral Care for your child throughout the time (s) he will spend here, in order to meet their educational, personal and spiritual needs and to best prepare them to make an effective contribution to society in their present and future lives. It is of the utmost importance to us that your child is happy, feels secure and safe and is encouraged to take a full part in the wider life of our school community.

The staff team work hard to create a happy, secure atmosphere in class and to encourage and support your child to achieve their best. This is best brought about when home and school are working together and communicating openly in Partnership. **The Parental Involvement Act** has seen greater opportunities for parents to be involved in the life of the school and I encourage you to keep in touch, through our seasonal newsletters, our very supportive Parents and Friends Association and Parent Council, and through attending the meetings and events throughout our very busy school year. You are an important part of our school community and your support is welcomed and valued.

Modern primary school methods engage pupils in collaboration and cooperative learning where we interact and explore the world of learning through new technologies and quality learning and teaching styles. Some of the activities in a modern school will be different to your own experiences, but others remain very much the same. We hope in preparing pupils to learn and work in the 21st Century in a **Curriculum for Excellence** and to be active participants in **The Journey to Excellence**. I also hope the chance to explain more about this to you at open afternoons and workshops where we are able to explain new Learning and Teaching methodologies and resources. There will be opportunities to meet our new Primary 1's and their parents and carers at Induction meetings and these are planned nearer the Summer Term and several times throughout the year.

At Sacred Heart Primary we value each child as an individual and hope that their experiences gained at school will give your child a positive self-image, confident in their valued contribution to the school and the wider community where we work to develop experiences to last a lifetime.

I look forward to working in partnership with you and your family, but in the meantime, if I can be of any further assistance, please do not hesitate to contact the school.

Yours sincerely
Karen Somerville,
Head Teacher





OUR SCHOOL MOTTO:

'A School Where Everyone Matters'

Our Commitment is to:

- Promote Gospel values as a way of life
- Aim high in all that we do
- Help all members of the school community to develop their skills and talents
- Advance Social Justice and Equality of Opportunity
- Provide a well - ordered, safe and well - resourced environment for all
- Promote partnership with others

Our new Vision and Values are being finalised in all three Establishments and combined to make a collective statement of what matters in our community for learning, teaching, care and welfare.

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In June 2015 we were delighted to receive an Education Scotland Award for 'Transforming Lives Through Partnership' and the 'Social Enterprise Award in Education' with our Partners; Sacred Heart Nursery, Orbiston Nursery, YMCA and CLD.





2. SCHOOL INFORMATION

Name	Sacred Heart Primary School Sacred Heart Nursery and Orbiston Nursery Class	
Address	Liberty Road, Bellshill, ML4 2EU	
E-Mail Address	enquiries-at-sacredheart@northlan.org.uk	
Twitter	@sch_sacredbells	
Telephone	01698 274903	
Denomination	Roman Catholic Primary School Nursery Classes Non - Denominational	
Status	Co-educational	
Stages covered	Primary 1 - Primary 7 and Nursery Classes	
Present Roll	239 pupils	Sacred Heart Primary
	64 FTE	Sacred Heart Nursery and Orbiston Nursery - Mixed Model
Capacity	Planning Capacity of School and Nurseries is 387 pupils	
Location and Building	Sacred Heart Primary is situated in the town of Bellshill. The school opened in June 1957.	
Associated Secondary	Cardinal Newman High School Main Street, Bellshill, ML4 3DW Tel: 01698 274 903	

COMMUNITY FACILITIES

Our school is able to host community activities in the evening. Councillors' surgeries and local community meetings are also held in the school.

It is the Council Policy that school accommodation be made available as far as possible out with school hours for use by the community.

Covid-19 Pandemic

NLC will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council's website www.northlan.gov.uk procedures and enquiries should be directed to the Area Community Education Office.

Sacred Heart Primary



1. TEACHING STAFF

Head Teacher - Mrs K Somerville
Depute Head Teacher - Mrs A Harley
Principal Teacher - Mrs Poutney
Acting Principal Teacher PEF - Mrs Sinclair

2.

Teachers have been assigned to the following classes in session 2021 - 2022:

Primary 1	Room 6	Miss MacKinnon	
Primary 1	Room 7	Mrs Vaugh	
Nurture	Room 8	Mrs G Sinclair	APT
Primary 2	Room 9	Miss Rossetti	
Primary 3	Room 10	Mrs Bradley	
Primary 4	Room 11	Mrs Jaconelli	
Primary 4/5	Room 12	Mrs Frew / Mrs McNally	
Primary 5	Room 13	Mrs Hodgson / Mrs Reid	
Primary 6	Room 14	Miss Brown	
Primary 7	Room 15	Mrs Poutney	PT
Primary 7	Room 16	Miss Robertson	
N McMullan	1FTE	J Degnan	0.5FTE
S Kelly	0.8FTE	Total Teaching Staff	12.77 FTE

Visiting Specialist Staff

Active Sport's Coordinator	Jenny Thompson
Community Learning Development	Jennifer Alison
Psychologist	Mrs Laura McDonald
Clerical Assistants	Office - Mrs A Young (Manager), Mrs C Bruin, Mrs E Thompson
Classroom Assistants	Mrs C Starr
Additional Support Needs Assistants	Mrs A Carroll, Mrs E Bettley, Mrs M Hinshelwood Mrs E Lyndsay, Mrs Cavin
Catering Manager	Mrs E Moore
Janitor	Mrs S Paton

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Sacred Heart Nursery and Orbiston Nursery Staff - 1140 hrs

Opening Hours	AM	8	-	12.45	48 weeks
	PM	13:15	-	18:00	48 weeks
	Term Time	8.45	-	14.45	38 weeks

Early Years Graduate Lead Practitioner S Scullion 1FTE and A Baker 1FTE
 Lead G Johnston 1FTE
 J McLaughlin Quality & Excellence Lead

ELC

L Gray, A Nicoll, L Jenkins, L Cassidy, D Cavin, J Dornan
 A Dunbar, K Gill, S Hurst, E L McCormack,
 C M McGlinchey, L McLeod, R Quigley, C Roberts, J Wilkie.





3. SCHOOL HOURS

School commences	9 am
15 minute interval	10.30 - 10.45 am
40 minute Lunch	12.30 - 1.20 pm
School Closes	3.05 pm

All P1 pupils are expected to start in a full-time basis from the first day.

OUT OF SCHOOL CARE FACILITIES

Two Out of School Care Facilities operate within Orbiston area:

- YMCA Tel: 01698 843 560
- Orbiston Neighbourhood Centre Tel: 01698 749 339

Parents should contact these organisations directly if interested in Out of School Care for their child.

THE SCHOOL YEAR

Term dates 2021/22

August 2021

In-service day: Thursday 12 August 2021 In-service day: Friday 13 August 2021 Pupils return to school: Monday 16 August 2021

September 2021

September weekend holidays: Friday 24 September 2021 and Monday 27 September 2021

October 2021

October break: Monday 11 to Friday 15 October 2021 (inclusive)

November 2021

In-service day: Monday 15 November 2021

December 2021 - January 2022

Christmas and New Year holidays: Thursday 23 December 2021 to Friday 7th January (Inclusive) Schools close at 2.30 pm on Wednesday 22 December 2021

February 2022

Mid-term break: Monday 14 February 2022 and Tuesday 15 February 2022 In-service day: Wednesday 16 February 2022

April 2022

Monday 4 April 2022 to Monday 18 April 2022 (inclusive) Schools close at 2.30 pm on Friday 1 April 2022 Good Friday 15 April 2022 and Easter Monday 18 April 2022

May 2022

May Day holiday: Monday 2 May 2022 In-service day: Thursday 5 May 2022 (to coincide with Scottish Local Government Elections) May weekend holiday: Friday 27 May 2022 and Monday 30th May

June 2022

Schools Close: Wednesday 29 June 2022 at 1.00pm

August 2022

Return for teachers: Thursday 11 August 2022

Pupils return: Monday 15 August 2022

https://www.northlanarkshire.gov.uk/schools-and-learning/school-holidays-and-term-dates?utm_source=HP+Button&utm_medium=Website&utm_campaign=Term+dates



THE SCHOOL YEAR 2022 / 2023

August 2022 (proposed dates - session 2022/23)

Teachers return and in-service day: Monday 15 August 2022

In-service day: Tuesday 16 August 2022

Pupils return: Wednesday 17 August 2022

September 2022

September weekend: Friday 23 September to Monday 26 September 2022 (inclusive)

October 2022

October week: Monday 17 to Friday 21 October 2022 (inclusive)

November 2022

In-service day: Monday 14 November 2022

December 2022 - January 2023

Schools close: Thursday 22 December 2022 at 2.30pm

Christmas and New Year holidays: Friday 23 December 2022 to Friday 6 January 2023 (inclusive)

Schools return: Monday 9 January 2023

February 2023

Mid-term break: Monday 13 February 2023 and Tuesday 14 February 2023

In-service day: Wednesday 15 February 2023

April 2023

Schools close: Friday 31 March 2023 at 2.30pm

Spring holiday (Easter): Monday 3 April to Friday 14 April (inclusive)

Good Friday: 7 April 2023 Easter Monday: 10 April 2023

Schools return: Monday 17 April 2023

May 2023

May holiday: Monday 1 May 2023

In-service day: Tuesday 2 May 2023

May weekend: Friday 26 May 2023 to Monday 29 May 2023 (inclusive)

June 2023 Schools close: Wednesday 28 June 2023 at 1pm

https://www.northlanarkshire.gov.uk/schools-and-learning/school-holidays-and-term-dates?utm_source=HP+Button&utm_medium=Website&utm_campaign=Term+dates

1. ENROLMENT

Registration will take place in January at a time prescribed by the Council. Notification will be given by:

- Public announcement in the local press
- Announcement in Orbiston Nursery / Sacred Heart Nursery and Sacred Heart Church

If published dates are unsuitable an alternative arrangement may be made by telephoning or calling at the school. Due to Covid-19 restrictions, we organise all business through the most up to date guidance from Public Health. We then organise any visits allowed in this climate for new start children prior to entrance to school. Pre- entry days are organised for the Parents of the new intake during term 3 and 4 until June. Parents who move into the school catchment area during term time should contact the Head Teacher.



2. 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.

This can be accessed at;

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

Our school motto reflects these aims. We are: **'A school where everyone matters'**

3. CURRICULUM FOR EXCELLENCE

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

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

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

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

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

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

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education'.

The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

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

What are the Curriculum for Excellence levels?

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

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

What is the Broad General Education?

The Broad General 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

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be



subdivided further into individual subjects.

The 8 curricular areas are:

- Expressive Arts
- Languages and Literacy
- Health and Well Being
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies.

The Senior Phase

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

Schools are taking a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels

providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

Personal Support/Career Planning

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

ASSESSMENT AND REPORTING

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



The class teacher assesses the progress of pupils through a variety of methods, including routine approaches such as questioning to check understanding and looking at written work on a day to day basis. Alongside this continuous assessment, a variety of assessment checks and written and verbal tasks are used to keep a check on children's progress to identify the 'next steps' in learning and hopefully pick up on any possible problem areas at an early stage. The children's progress is also monitored carefully by the promoted staff of the school through jotter sampling and class visits. Summative and Formative Assessment are used to self evaluate progress made. Learning Intentions are displayed daily for all pupils and staff to focus on the learning and teaching of the day. Pupils assess their understanding at the end of a lesson and know their 'next steps' in their own personal learning plan. Regular opportunities are made to discuss Pupil Progress with 'Teacher Chatting Time' for Early Stages, Middle and Senior level.

Children throughout the school are regularly monitored on their continual performance to pinpoint basic support they may need in Literacy and Numeracy. Support for Learning is evident in shoulder partner work, differentiated tasks in class and support staff who are assigned to classes regularly throughout the year. Evidence of pupil's work, assessment and achievements are available to view in jotters, displays, class evidence books, peer and self-assessment and recorded in new technologies.

The National Assessment Resource, NAR has examples of assessment in many curricular areas and experiences and outcomes on the Learning and teaching website.

4. REPORTING TO PARENTS

On two occasions, in October and March, you will be invited to school to discuss your child's progress with his/her class teacher. You are offered a choice of time for these appointments, either end on to the school day or later in the evening to try to accommodate working arrangements and childcare. Jotter work, pupils' target and Learning Journals are sent home to encourage Parental dialogue with pupils regarding progress and 'next steps'

Parents have received a 'Parental Guide' to Assessment leaflet where all the methodologies are explained that are seen in a child's jotter ie Target achieved stamper, Traffic Lights, Two stars and a wish' etc Parents are encouraged to write a comment in the jotters to show that they have seen and understand the monitoring and tracking of feedback to pupils which in turn encourage improvements.

Reports are sent to Parents in December (Interim) and June (End of Year). Open afternoons, 'Drop ins' and workshops are also implemented throughout the year to further explain the Learning and Teaching at a particular stage and also to support work at home by informing parents of current practise.

Please contact the school at any time if you wish to discuss an aspect of your child's progress - I will always be happy to find a mutually suitable time to see you.

5. ADDITIONAL SUPPORT NEEDS

Sacred Heart Primary complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

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

Every learner in our school is important and every child is encouraged and challenged to work to his/her full capability. If your child is experiencing difficulties whether in the short or longer term and needs some Additional Support from the class teacher or from a member of the promoted staff, we will let you know and discuss the ways in which you can support your child at home.

We follow the Authority's Staged Intervention Programme of Support where your child may be supported within the class environment

Appropriate records are kept on any school interventions. Reviews for children with additional support needs are carried out regularly by the extended learning support team including SMT and the Educational



Winner
"Transforming Lives Through Partnerships"



Working in Partnership, together





Psychologist. If appropriate, a GirfMe Plan will be put in place to plan for a child who requires a significant level of support. This will be shared with the child and the child's. It is generally written by the class teacher with parental input and advice from the DHT and if required the Area Learning Support Manager.

This staged intervention process follows several strands of support;

Level 1 - Internal support, where education staff identify that a child or young person needs support or planning which can be met within existing school or playroom settings.

Level 2 - Internal support and external support from within learning and leisure services, where it is identified that the child or young person requires support or planning from beyond the school or early years setting but within educational services.

Level 3 - External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from multiagency services and these support needs are likely to last for more than one year.

Occasionally it is necessary for the school to seek advice from the school's Educational Psychologist; Laura McDonald. You will always be contacted prior to any request being made to Psychological Services for specialist help.

- Bi-Lingual support can be available for children whose first language is not English.
- 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 young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan

Parents and pupils are an essential part of the assessment, planning review processes and your views will be actively sought.

10 Getting it Right for Me plans

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought. Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level or co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

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

11 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/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve 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.

12 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 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

13 THE SCHOOL IMPROVEMENT PLAN 2018 / 2019 2019 / 2020

The School Curriculum at Sacred Heart Primary is currently embedding the Curriculum for Excellence. The curriculum in Scottish primary schools follows structured guidance from the Scottish Office which sets out the areas of study, the work to be covered and the progress to be made in each area. These guidelines are known as the Curriculum Development Programme. With support and advice from our local education authority, our school develops its own policies and programmes of study which take account of known good practice in education and advice from Education Scotland.

IMPROVING the QUALITY of the CURRICULUM

Your child's class teacher will deliver a carefully structured programme for all levels of attainment within the Curriculum for Excellence. Developments and guidance and up to date advice is ongoing, so that all our pupils are presented with work at an appropriate level of challenge, enabling them to make good progress and achieve the attainment targets appropriate to their stage of learning across the whole curriculum.

A high priority for us has been to steadily develop our programmes of study for each area and select the core resources and teaching materials through which we will deliver our curriculum. These programmes of study and improvements to the Learning and Teaching process are constantly reviewed and updated during staff meetings and In service Days.

IMPROVEMENT PLANNING - Self Evaluation tool HGIO's 4

Using HGIO's 4; our self-evaluation toolkit,

North Lanarkshire's LLS Service Plan, our audit of last year's improvement plan, and engagement with staff, parents/carers and learners. We also take account of Education Scotland's Inspection Advice Notes. This year, a clear focus again will be based from the National Improvement Framework for Scottish Education aiming to close or narrow the poverty related attainment gap.

2019-20 Improvement Plan

Establishment Priority 1: Q.I. 1.2, 3.2	Implement New Technologies to enhance learning across the curriculum and work towards Digital Establishments
Establishment Priority 2: Q.I. 1.2, 3.2	Developing the Young Workforce - Improvements in employability skills and sustained, positive leaver destinations for all young people

CNHS Cluster Action Plan 2019 - 20

Improvement in Attainment, particularly in literacy within the area of writing: QI 2.3 Learning, Teaching and Assessment QI 3.2 Raising Attainment and Achievement of a level
<ul style="list-style-type: none"> Planned moderation activities at school, cluster and beyond Development of a more robust shared understanding and in clusters plan regular opportunities to have professional dialogue about children's achievement of a level



14 A WORD ABOUT HOMEWORK

Our Homework Policy was drawn up in consultation with parents and staff and a copy can be obtained from school. The arrangements for homework are based on the pupils' age, aptitude and ability. The school policy provides homework four nights each week Monday to Thursday. The support and co-operation from parents is both encouraged and invaluable. All homework should be signed by parents. Homework diaries are in use and track efforts in class work and behaviour.

The purpose of homework -

1. To keep parents aware of the curriculum and the progress made by their child, thereby reinforcing home/school links.
2. To enable parents to be involved in their child's work.
3. To consolidate, revise, reinforce or extend work already covered in school.
4. To help children to establish independent work habits.

With your support, we may also send work which has not been completed during the school day. Please feel free to leave a comment.

Homework may take the form of reading, learning spelling, learning tables, writing, carrying out research, developing our Active Literacy programme, logging on to a school based interactive site in GLOW.

Homework should never cause tension at home so if any problems arise please contact the DHT / HT.

15 SCHOOL ETHOS

Sacred Heart Primary's motto is 'School where everyone matters'. Our ethos encourages and inspires pupils to succeed. Our school is well known in the community for its excellent ethos and very high standards of behaviour. Within our school we have a warm and secure atmosphere underpinned by high expectations with regard to manners, general courtesy and behaviour.

Our children are made aware at an early stage of the 'United Nations Charter of Rights of the Child'. We emphasise that every child has the right to be happy - but at the same time every child has a serious responsibility to classmates and schoolmates, to ensure that this right to happiness is not undermined by any individual or minority.

Ideally, the school should be supporting and building on a sense of values already known to the child at home. The relationship between a child and his / her teacher is similar to that between child and parent, in that mutual consideration is required on both sides.

We help our children towards self-discipline through promoting positive behaviour and positive school rules. Our playground is exceptionally well supervised and we take a strong anti-bullying stance. School rules exist for the comfort and security of all and exist with health and safety aspects firmly to the fore. Orderly and mutually respectful behaviour is insisted upon at all times.

We celebrate success daily, motivating our pupils to be 'all they can be' set in an environment of care and trust. Each week the Head Teacher and Depute Head Teacher hosts an assembly to celebrate the week's achievements through our House Points system, awarding certificates and stickers of achievement and looking forward to our next targets. Pupils know that they are valued and can make a difference in everything they do within school and beyond.

16 SPIRITUAL, SOCIAL, MORAL and CULTURAL VALUES

Fr McGoldrick is a frequent visitor to our school and we appreciate his involvement in the life of the school and his support, from which our children, staff and families benefit immensely.

The religious programme 'This is Our Faith' is the religious programme of study in Catholic schools following the Curriculum for Excellence and passed by the Holy See. The programme covers Christianity, World Religions and Development of Beliefs and Values as well as presenting materials appropriate to the age and level of development of the child, the programme provides opportunity for celebration, prayer and reflection using a variety of resources.

"Education for Love" and "God's Loving Plan" is also used as resources. This is a programme produced by Motherwell Diocese to teach children about their social, physical and emotional developments.



The spiritual dimension in a Catholic Primary school aims to support and encourage, the child and the values of the Catholic home. It is the underlying ethos of our way of life. All classes attend Mass on a rolling programme throughout the year and we have a whole school Mass programme which recognises and celebrates Holy Days of Obligation and special Feast Days. This contributes to the ethos of our school and enables us to come together as a community. Through our religious observances we seek to express and deepen the faith of the individual, the school and the school within its community. We celebrate the faith that we explore in our RE programme and we help the children to confirm and deepen their own prayer life, sacramental life and commitment.

Preparation for the Sacraments of Reconciliation, Eucharist and Confirmation is effectively implemented at the appropriate stages and meetings are held for parents. Pope Francis Faith Award is also implemented at the Senior stages and works hand in hand with the Sacramental work in school.

It is recognised that the Education Act allows parents to withdraw their child from any instruction in religious education and from any religious observance and that any such pupil will not be placed at any disadvantage with respect to secular instruction.

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

Our school Feast Day is celebrated in June, the Feast of the Sacred Heart when the whole school attends Mass. Within our Feast Day celebrations we may also have a coffee morning in the school hall with some entertainment from the children. We organise some Fun Activity for the children by inviting Visiting performances to the school such as Hopscotch Theatre, Magicians, Scottish Opera or sporting activities. Parents are made most welcome at all school celebrations, for example -School Masses, Class Assemblies, Fun Days, coffee mornings, Open Days, Carol Concerts and Nativity Plays. Dates for all school events are published in our termly Newsletters and posted around the school building after an accompanying letter.

17 EXTRA - CURRICULAR ACTIVITIES

We invite all classes throughout the year to participate in a variety of classes after 3 o'clock which include: Athletics, Football, Dance, Music and Drama, Netball, Focus on Food, Cycling Proficiency (P7) and many more. Staff and Parents who are PVG disclosed and would like to volunteer to support a class can make an appointment with the Head Teacher and Sports Coordinator to discuss the matter further. Some of our extra - curricular activities may be held out with the school building to participate in Festivals.

18 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 302484

19

DATA PROTECTION ACT

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted by telephone on 01698 302484

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

What is this statement?

This statement explains when and why we collect personal information about you, your



child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in 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 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 out-with 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 e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school



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

Who do we share information with?

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

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

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

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

How long do we keep your information for?

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

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Kildonan Street, Coatbridge ML5 3BT.

Your rights under GDPR

You can:

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

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



The Council's Data Protection Officer
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.
Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to 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
or by e-mail to
casework@ico.org.uk

b) 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.

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

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

Why do we need your data?

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

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





Your GDPR rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net). SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

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

Any 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>.

a) Child Protection

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

The Head Teacher is responsible for the schools actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection coordinator is Mrs K Somerville - Head Teacher, supported by the Depute Head Teacher - Mrs Harley

a) Adult Protection

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

Adult Protection Co-ordinator is Mrs K Somerville - Head Teacher Tel 01698 274 903

Depute Head Teacher - Mrs Harley

21 PROMOTING POSITIVE BEHAVIOUR

All pupils are expected to be well-behaved at all times with their class mates and members of the school community. It is essential that home and school work together to ensure an environment where all can learn and teach in safety in mutual respect of each other. The school policy promotes positive behaviour through classroom rewards, letters of commendation and rewards at weekly assemblies.



Minor misdemeanours are normally dealt with the class teacher as they occur. Serious cases of indiscipline eg bullying, vandalism or behaviour likely to endanger pupils or others - are reported to the Senior Management Team. Actions could include verbal reprimands, discipline exercises, loss of Golden time, and referral to Parents and in extreme cases will involve exclusions from class to the Sanctuary or exclusion from school for a period of time.

All Staff from our cluster schools have been involved in learning about restorative Practices, which will hopefully result in improved ways in dealing with conflict.

Our policy and practices are continually being improved.

22 ANTI-BULLYING POLICY

At Sacred Heart School we are very aware of the distress that can be caused, not only to children involved in bullying incidents but also to the parents who feel anxious about this situation. We are all too aware that children who bully are often in need of help and support. We make every effort through our Religious, Moral and Personal and social development programmes to prevent bullying from taking place in our school.

IMPLEMENTATION

It is often difficult to trace bullying. However if we suspect that there is a bullying situation taking place in the school the following procedures will be followed:

- Investigation and establish the nature of the incident
- Raise awareness to staff concerned to the incident ie Senior Management, Classes, Teachers, Playground supervisors and also the Parents of the child - children involved
- Monitor the situation and discuss with the children concerned
- Use anti-bullying materials with classes such as Respect Me and NLC Policy guides.
- If the situation recurs, sanctions will be auctioned such as removal from the yard, parents notified and in extreme situations the child may be excluded from school for a period of time.

23 HOME and SCHOOL LINKS

We are firmly committed in Sacred Heart Primary to having a genuine partnership with our parent community. We cannot emphasise enough the value of your support and co-operation. The benefits to the children of a positive relationship between parents and teachers are enormous. You are, and will always be, your child's most important teacher throughout his/her life and your own attitudes to school and to learning will impact enormously on your child's attitude to school.

Parental involvement, **only after PVG Disclosure** in the day to day life of school includes supporting Staff by helping in the school gardens, outdoor activities, and from time to time we ask for parental assistance with, for example, school outings, extra-curricular activities, shows and performances, fun days, open afternoons etc and your support here is invaluable in enriching the children's school life.

Our Community Learning Development officer is currently Louise Savage.

We have already established a thriving **Parents and Friend's Association** which represents our whole school community. PFA Fundraising events are regularly reported in our seasonal Newsletters and support is warmly welcomed, whether from mums, dads, carers, grandparents, - indeed, any members of our school community. Meetings are held prior to the end of a school day.

PFA Chairperson - Shazia Malik

Parents are able to be elected onto the Parent Council when a position is available.

Parent Council Chairperson - Tracie Doran

24 ATTENDANCE AT SCHOOL

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/carers should inform the school by letter of the dates before going on holiday. Such absences will be authorised only where attendance is otherwise satisfactory. Where attendance is unsatisfactory, absence is unauthorised.



Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised as defined by the Scottish Government.

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

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

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

(a) **Family Holidays during term time** - Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday. Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.
- A family holiday classified under the 'authorised absence' category will not include such reasons as:
- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

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

(b) **Extended Leave with Parental Consent**

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

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

(c) **Exceptional Domestic Circumstances** - Parents may request permission for such leave in writing and the school circumstances 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.

It should be emphasised that the school investigates unexplained absence, and that the Authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the Children's Panel, if necessary.

Attendance certificates, sticker and class star awards are given out regularly at school assemblies for



pupils whose attendance is 95% or above.

Any attendance or lateness concerns will be sent a letter of concern. Late coming is noted daily and the school will send letters if late coming is persistent. Un-notified absences are checked daily and a text will be sent to parents.

(i) COMMUNITY LINKS

Schools are very much at the heart of the community and we see our school as an integral part of the local community. We teach our children to think of themselves as citizens with much to contribute towards the community in which they live. We have a purposeful and very positive liaison with a variety of local organisations - e.g.

- Links to the elderly community
- Community police who support our school through personal safety, road safety, good citizenship and crime prevention initiatives
- Primary 7 work in Partnership with cluster Primaries and Lawmuir Primary to be active citizens in our community

25 CLOTHING and UNIFORM

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the education authority 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)
- could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery.
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco, and
- could be used to inflict injury to other pupils or to be used by others to do so.

22

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Learning & Leisure Services. 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 Seekers Allowance (income based), Employment & Support Allowance (income related), housing benefit, council tax rebate

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 may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the well being of the whole school community. In such circumstances a head teacher may 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.

We can proudly state that school uniform is worn by every pupil in our school. This promotes a pride in our school community, a sense of identity and a good work ethic, and we very much appreciate the efforts of our parent community in their full support of our uniform policy. Sacred Heart Primary's uniform comprises:

GIRLS

Skirt / Pinafore	Grey
Trousers	Grey
Shirt	White
School Tie	
Sweatshirt	Green

BOYS

Trousers	Grey
Shirt	White
School Tie	
Sweatshirt	Green

26 SCHOOL MEALS

From January 2015 all P1-3 are entitled to a free school meal.

For children receiving a school meal, we follow a coloured band system. The menu is published and sent out to every family to read and discuss the meals on offer each day. Dinners are provided by our Catering Manager. Our Dining Hall team are extremely helpful and patient with our children and the younger children are guided through choosing their lunch by our Senior Management Team, Classroom Assistants, ASNA support staff and Primary 7 Monitors.

We follow the 'Hungry for Success' range of food. Children may select from a variety of hot meals. In addition there are always cold filled sandwiches available, fresh home baking and a drink.

Your child is most welcome to bring a packed lunch from home and eat in the Dining Hall.

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

For information a vegetarian meal option is offered on a daily basis.

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

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

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

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

(iii) Other

If dining supervision arrangements alter at different stages this should be outlined.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and



Employment & Support Allowance (income related), Universal Credit (with an income below £610 per month), are entitled to a meal without charge.

All P1 to P3 pupils are entitled to a free meal and free milk. Pupils in P4-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period. All nursery pupils are entitled to free milk.

Information and application forms for free school meals 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

Arrangements for those bringing packed lunches should also be included.

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 & Support Allowance (income related), Universal Credit (income below £610 per month), housing benefit and 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

From August 2020, all eligible two year olds and all children aged from 3 to those not yet attending primary school, that attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or voluntary/private nursery), will be entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more, will receive a free meal as part of the Early Learning and Childcare entitlement

Arrangements for nursery snacks should also be included.

BREAKFAST CLUB

We are currently running a Breakfast Club in the school hall each morning from 8.20am until 9am. Pupils need to be registered for the club by Parents filling out the appropriate paperwork from the school office. All pupils in attendance are supervised by the Breakfast Club supervisor and the Catering staff supply the breakfast. Pupils receive a small drink, cereal of their choice with milk and toast.

24 Placing Requests

You have the right to make a placing request for your child to be educated in a school other than the local school.

In December each year, the authority will advertise its arrangements for placing requests.

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

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

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

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

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



b) 25 Transport

i) General

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

Parents/carers who consider they are eligible should obtain an application form from the school or from Education and Families. 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.

ii) Pick-up points

Where 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/carers responsibility to ensure their child arrives at the pick-up point in time.

It is also the parent's/carers responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

iii) Placing Requests

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests if a child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy as stated above.

26. MEDICAL and HEALTH CARE

If your child has a particular health problem, please bring it to the attention of the Head Teacher, especially when the condition might affect the child's work or may have implications for his/her safety. **PLEASE NOTE THAT SOME OF OUR PUPILS HAVE NUT ALLERGY. THIS MEANS THAT COMING INTO CONTACT WITH SNACKS OR SWEETS CONTAINING NUTS OR WITH ANY TRACES OF NUTS IN THEM, HOWEVER SLIGHT, COULD HAVE POTENTIALLY FATAL CONSEQUENCES. PLEASE ENSURE THE PEACE OF MIND OF THOSE PARENTS INVOLVED BY BEING ESPECIALLY VIGILANT ABOUT PACKED LUNCHES, PLAYTIME TREATS AND SNACKS. REMEMBER - WE ARE A "NUT-FREE" ZONE!**

The medical examination of children is undertaken during each child's school life by staff of Lanarkshire Health Board and parents may refer their child at other times to the Clinical Medical Officer for examination or advice. Dental inspections are also carried out on a routine basis in primary schools or you may choose to go instead to the family dentist.

Accidents are treated at the school, but for those of more serious nature, the parent or the emergency contact is informed. For this reason it is imperative that the school has an up to date phone number to contact should an emergency arise.

It is important that the Head Teacher is informed of any medical condition so that staff can be vigilant. **At no time should a child have medicine in their bag to take to school. All medicines should be handed into the school office by the parent and the appropriate paperwork must be completed before it can be administered. The same procedure applies for children who use an inhaler, EpiPen etc** **Parents are welcome to come and administer medicines.**

I would respectfully emphasise that you, as the parent, should make the decision as to whether a child is



well enough to be at school – while the school makes every effort to care for children who become unwell in the course of the school day, I will always make the assumption that if your child complains of a minor ailment which was in evidence at home that morning, then you have made the decision that your child is fit for school. School will only seek to contact you if a child becomes unwell and it is thought necessary to inform you. Every effort will be made to contact you or the child's emergency contact so that the child may be collected from school.

In some cases of minor illness or accidents, children may be given simple first – aid in school. In the case of more serious illness or accidents, parents will be contacted and the child may be collected from the school, escorted home or if necessary taken to hospital by ambulance. In all cases every effort will be made to contact the parents. It should be noted that if any child receives a blow to the head or face, the parents will be contacted.

Only parents or the authorised emergency contact may collect a child during the school day. Please keep us up to date with any change in your home, work or emergency contact telephone numbers.

If your child has an appointment which necessitates him/her leaving the school during school hours he/she must be collected by the parent or some other named responsible person. Please call at the office when collecting a child for such an appointment and sign in and out.

We work closely with our Public Health Nurse to promote healthy lifestyles.

We have a daily tooth brushing programme in P1-P3.

26 INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch 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.

27 THE PARENT FORUM

In this COVID - 19 climate it has been difficult to meet face to face, but we are hopeful that meetings will be more achievable, once guidance allows.

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

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

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

The Parent Council

- (1) Our Parent Council code of conduct is signed by all elected members from the Parent Forum. Our Committee consists of a Church Representative, A Chair, parental representation of all stages in the school, Senior staff members supporting and the Head Teacher as professional advisor.

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; and
- (h) receiving an annual budget for administration, training and other expenses.
- (i) Improving home school partnership and facilitating parental involvement

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

THE PARENT COUNCIL

The elected members of Sacred Heart Parent Council will represent each stage in school:

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 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. Whenever there is a vacancy, the Chair of the Parent Council will ask for interested members of the Parent forum to make themselves known to them. If there is more than one interested member, names will be pulled out of the hat in full witness of The Chair of The Parent Council and the Head Teacher.

PFA

We are always looking for support from our Parents / Carers. The PFA meet regularly - please refer to the PFA or school newsletter for dates of meetings. They are very active in fundraising for the benefits of our children. They purchase extra resources and add greatly to the social life of the school.

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28 SUPERVISION AT NON-CLASS TIME

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

Our Janitor, Senior Management Team, Classroom assistants, ASNA's, Primary 7 Monitors & Buddy's, Primary 5 and 6 Playground Games Supervisors and Clerical Staff, all supervise the Playgrounds.

At 8.50am the Janitor, SMT and some support staff are available to supervise. With inclement weather the HT will signal to all pupils to gain access to the school at 8.50am and assemble in the school hall. P1 pupils are then escorted to their classroom for supervision by a Support staff member.

29 PLACING REQUESTS cont

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 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.

30 NAMES AND ADDRESSES

Des Murray
Chief Executive Civic Centre
Windmillhill Street
Motherwell
ML1 1AB
www.northlanarkshire.gov.uk

Councillors: A Campbell Lab, H Curran Lab, JJ Linden SNP

Curriculum Improvement Officer

Jill Woodward CIO
Elaine Johnstone CIO
EDUCATION and FAMILIES
Civic Centre
Motherwell

Support for Learning Manager – Central

Carol McShane

Karen Clarkson
Bellshill Area
Additional Support Manager
IT Technical Service
Caldervale High school
Towers Rd
ML6 8PG
01698 632844

Karen Clarkson may be contacted directly or through the school.

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,
Tel No :0345 123 2303
Email :info@enquire.org.uk
Website :www.enquire.org.uk for parents/carers and practitioners
Website :www.enquire.org.uk for children and young people

Resolve

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

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Health and Educational Chambers
First Tier Tribunal for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT
0141 302 5860
www.asntscotland.gov.uk

NHS Lanarkshire
Bellshill Health Centre
01698 575700

Social Work
Bellshill
303 Main Street
Bellshill
ML4 1AW
01698 346666

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COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES

Louise Savage
Bellshill CLD Locality Office
Bellshill Academy
Main Street
Bellshill
ML4 1AR
Tel: 01698 274940
E: CLD-Bellshill@northlan.gov.uk

31 QUALIFYING STATEMENT

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

- Before the commencement or during the course of the school year in question.
- In relation to subsequent school years.

Education Authorities are required by law to issue a copy of the school handbook to certain parents/carers in December each year.

It details the current policies and practices of both the council and the school.



