

Hard work & High Standards

Prayer & Reflection

Love and Care

Respect and Kindness



St. Gerard's Primary School Handbook



2024/25



Successful Learners



Confident Individuals



Responsible Citizens



Effective Contributors





Our aim at Saint Gerard's:

To provide a Curriculum for Excellence engaging each family and child in raising attainment and achievement; that celebrates excellence, equity and inclusion in a secure, happy environment; encouraging and developing the full person in accordance with Gospel values, enabling them to become, successful learners, confident individuals, responsible citizens and effective contributors.

Our School Motto

“Here, the will of God is done.”

St. Gerard Majella



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SCHOOL INFORMATION

SCHOOL NAME:

ST GERARD'S PRIMARY
SCHOOL & NURSERY CLASS
KELVIN ROAD
BELLSHILL, ML4 1LN
TEL: 01698 274916

Email:

enquiries@st-gerards.n-lanark.sch.uk

Blog:

<http://blogs.glowscotland.org.uk/nl/StGerardsBlog/>

Twitter:

@St_Gerards (School)

@gerrybears (Nursery)

ST. GERARD'S PRIMARY & NURSERY STAFF

HEAD TEACHER: Ian G. Conaghan

PRINCIPAL TEACHERS: Clare Lynch
Mhairi McCallum (Seconded)

Pupil Equity Fund (PEF) PT Elaine Reilly

TEACHING STAFF:	P. 1	Ms. Brown/ Mrs. Balmer
	P. 2	Mrs. Ditty / Mrs. Balmer
	P. 2/3	Ms. McBride
	P. 3/4	Ms. Mulvaney
	P. 4	Mrs Devany /Mr. Rice
	P. 5	Mrs. McIllooney
	P.5/6	Mrs. Clarke Mrs. Goldie
	P. 6/7	Ms. Platt
	P. 7	Mrs. Hunter

CLASSROOM ASSISTANTS: Linda Brownlie

ADDITIONAL SUPPORT

NEEDS ASSISTANTS: Moira Barr
Catherine Pheely
Moira Barr
Lynn McAllister

OFFICE STAFF: Alex McNair (Office Manager)
Karen McDonald

JANITOR: Peter McGarry



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NURSERY CLASS:

Senior Early Learning Practitioner:	Emma O'Reilly
Early Learning Practitioners:	Terri Wallace Louise Gray Ruth Maxwell Gillian Everette Ashley Jones Kerry Dillon Stephanie Cairns Laura Nisbett Shelby Connor Nicola Monaghan Beccie McDougall

PRESENT ROLL: 222

SCHOOL CAPACITY: 335

NURSERY: 64

STAGES COVERED: PRIMARY 1 TO 7 & NURSERY

DENOMINATIONAL STATUS: ROMAN CATHOLIC - School
Non-denominational Nursery

SAINT GERARD'S IS A CO-EDUCATIONAL ESTABLISHMENT

Parents should note that the operational capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. St Gerard's School is located in Kelvin Road. The school serves the North Road area of Bellshill. There are entrances to the school grounds at Kelvin Road , Bell Street (Selkirk Way & Burns Path) and Fleming Road.

ASSOCIATED SECONDARY SCHOOL: CARDINAL NEWMAN HIGH SCHOOL

Main St. Bellshill ML4 3DW Tel 01698 274944

SCHOOL HOURS

WHOLE SCHOOL PRIMARY 1 – PRIMARY 7

School Starts: 8.55am



Morning Interval: 10.35am – 10.50am

Lunch Time: 12.30pm – 1.20pm

Dismissal: 3.00pm



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EARLY LEARNING & CHILDCARE NURSERY CENTRE

Morning Arrival from 8.45am
Afternoon Collection from 3.45pm

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

COMMUNITY FACILITIES AVAILABLE IN THE SCHOOL AND LETTING PROCEDURES

Council policy is that the community make school accommodation available as far as possible out with school hours for use. This is done in accordance with approved letting procedures for clubs, groups, etc. Enquiries should be made to the Area Community Education Office.

At the present time the following Community Groups make use of the school:

MONDAY: 6.00pm – 8.00pm St. Gerard's Youth Club
(Primary 4 - 7) Discontinued post Covid

TUESDAY: 7.00pm – 9.00pm Enable Group Bellshill
Group Youth Club Discontinued post Covid

ENROLMENT

a) Children who will be 4 years old on or before the last day of February may be enrolled in January. They will be admitted in August of that year. Children should be registered for education in the school designated for their area.

Parents may make a placing request for the child to attend another school of their choice.

b) Arrangements for Parents to visit the school to register a child for education.
Notice of dates and times will be given.

- I) by a notice in the local nurseries and schools
- II) by a notice in the local press
- III) by a notice in the Church bulletin

Parents are invited to bring the child along to St. Gerard's.

Birth and Baptismal Certificates (if available) should be brought along.

Those who cannot call at the stated time should make an appointment to see the Head Teacher at a suitable time.

Information will be given for arrangements for pre-school visits, parent information sessions etc.
Children will attend full time at school from their first day.



TRANSFERS

If a child transfers to another school in the middle of a term the procedures are as follows:

- a) Inform the Head Teacher of the child's new school
- b) Enroll the child in the school of your choice, if there is a vacancy. If the child is living in the catchment area of the new school that is all that is required. If the child is living out with the catchment area it is also necessary to apply to: -

The Educational Officer
Civic Centre
Windmillhill Street
MOTHERWELL – seeking a placing request.

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

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils are normally transferred between the ages of 11 – 12, so that they will have the opportunity to complete at least 4 years of Secondary Education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session. The pupils of St. Gerard's Primary School normally transfer to **Cardinal Newman High School, Bellshill**.

Telephone Numbers: 01698 747668 or 01698 747593.

Prior to transition the Assistant Head of Lower School, Assistant Head Teacher of Guidance and Head of Learning Support together with some of their staff visit the Primary School and engage with pupils and their teacher to build positive relationships that will help to put pupils at ease. They will also try to paint a picture of Secondary School life that ultimately leads to a smooth and successful transition.

The Secondary School supplies each child with a booklet that covers every aspect of the school. The children will also visit the Secondary School sometime in June before transferring in August.

EQUAL OPPORTUNITIES

Implicit in the ethos of the school is the fostering of equal opportunities for all, regardless of sex, race, disability, creed or personal background circumstances. The curriculum includes multi-cultural education. Boys and girls are given equal opportunities in all areas of school life.

The Head Teacher is responsible for Equal Opportunities Policy.

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. Implementation of the Education, and Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at:



<http://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>
Curriculum for Excellence

What is Curriculum for Excellence

All children at St. Gerards' are entitled to a Broad General Curriculum (BGC) that includes a range of features at the different stages.

At St. Gerard's children will experience Curriculum for Excellence which aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences, which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

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

<u>LEVEL</u>	<u>STAGE</u>
Early	the pre-school years and P1 or later for some
First	to the end of P4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some
The SENIOR PHASE	is from Secondary School Year 4 and beyond
Senior Phase	S4 – S6 and college or other means of study

How will my child's learning be assessed?

Teachers will assess pupil progress through regular class work as well as through summative assessments, i.e. weekly assessments for spelling/mental arithmetic. Teachers will also assess learners through national assessments at P1, P4 & P7. These assessments will inform teacher judgement and take place at the end of Early, First & Second levels within Curriculum for Excellence. Teachers will also use diagnostic assessments to help analyse pupil progress and highlight areas of support that can be implemented for the learner.

National 4 and 5 qualifications were introduced in 2013/2014.

Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence.

New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014.

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

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

- Opportunities for developing skills for learning and skills for life with a continuous focus on Literacy, Numeracy, and Health and Wellbeing.



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- Personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

EDUCATIONAL AIMS WITHIN A CURRICULUM FOR EXCELLENCE

The purpose of Curriculum for Excellence is encapsulated in the four capacities to enable each child at St. Gerard's to be a:

successful learners

with:

- enthusiasm and motivation for learning
 - determination to reach high standards of achievement
 - openness to new thinking and ideas
- and able to:
- use literacy, communication and numeracy skills
 - use technology for learning
 - think creatively and independently
 - learn independently and as part of a group
 - make reasoned evaluations
 - link and apply different kinds of learning in new situations.

confident individuals

with:

- self-respect
 - a sense of physical, mental and emotional well-being
 - secure values and beliefs
 - ambition
- and able to:
- relate to others and manage themselves
 - pursue a healthy and active lifestyle
 - be self-aware
 - develop and communicate their own beliefs and view of the world
 - live as independently as they can
 - assess risk and make informed decisions
 - achieve success in different areas of activity.

To enable all young people to become:

responsible citizens

with:

- respect for others
 - commitment to participate responsibly in political, economic, social and cultural life
- and able to:
- develop knowledge and understanding of the world and Scotland's place in it
 - understand different beliefs and cultures
 - make informed choices and decisions
 - evaluate environmental, scientific and technological issues
 - develop informed, ethical views of complex issues.

effective contributors

with:

- an enterprising attitude
 - resilience
 - self-reliance
- and able to:
- communicate in different ways and in different settings
 - work in partnership and in teams
 - take the initiative and lead
 - apply critical thinking in new contexts
 - create and develop
 - solve problems

- There are eight curriculum areas within Curriculum for Excellence

- Language and Literacy
- Mathematics and Numeracy
- Health and Wellbeing
- Religious and Moral Education
- Expressive Arts
- Science
- Social Studies
- Technologies



Language & Literacy

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

Scotland has a rich diversity of language, including Scots and the growing number of community languages such as Urdu, Punjabi and Polish. This diversity offers rich opportunities for learning. Learning other languages enables children to make connections with different people and their cultures and to play a fuller part as global citizens.

Learning through the languages area of the curriculum enables children at St. Gerard's to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language

Numeracy & Mathematics

Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each child needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning mathematics within a context that is real enables children at St. Gerard's to:

- develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future



- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future

Health & wellbeing

Children need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

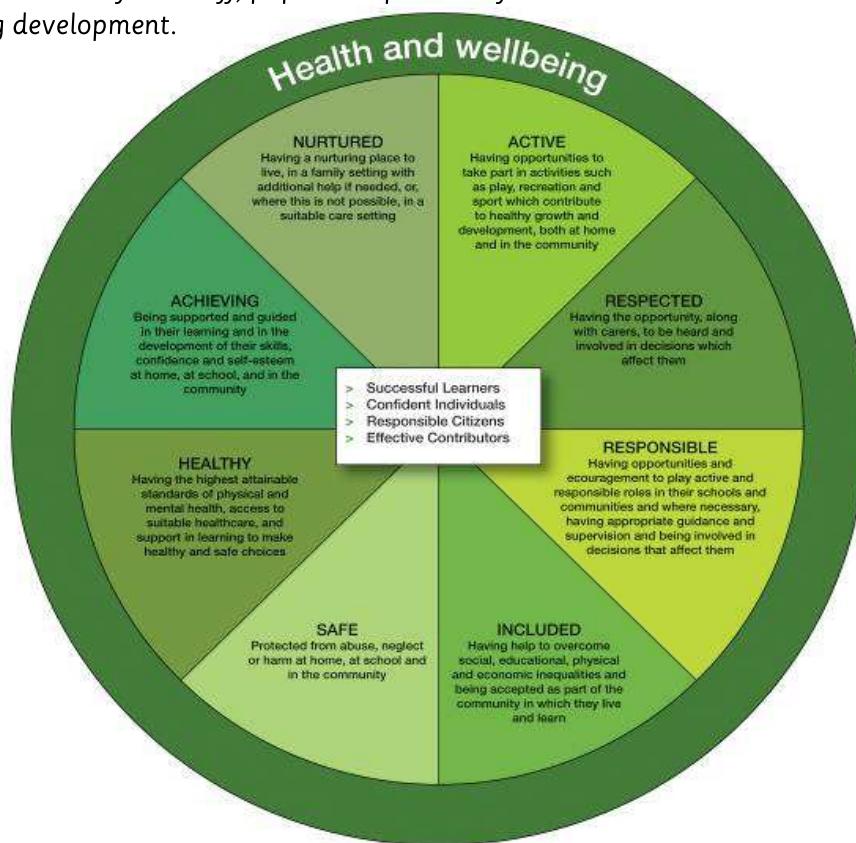
Learning through health and wellbeing enables children at St. Gerard's to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful transition to the next stage of education

The SHANARRI Wellbeing Indicators

The Health and Wellbeing indicators inform staff, pupils and parents of the individual and inter-related areas of health and wellbeing development.

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





Religious Education

Religious Education in Roman Catholic schools takes place within the context of our Catholic faith community. Religious Education in Catholic schools is designed to nurture faith and assist children and young people to be able them to make an informed response to God in faith.

St Gerard's Church is next door and the children attend services including Mass on First Thursdays. Opportunity is given for P4 – P7 to attend Confession throughout the school year. We have both support and input from the clergy in all religious topics. In Primary 3, children are prepared for the Sacraments of Reconciliation and for First Holy Communion in Primary 4. In P6/P7 children are prepared for Confirmation.



Religious Education is important in our school and is an integral part of everything done at St. Gerard's. All classes follow "This is Our Faith" programme, approved by the Motherwell Diocese and is consistent with the aims, mission, values and ethos of the school as illustrated in the Charter for Catholic Schools in Scotland.

The Religious Education curriculum offers a valuable contribution to the whole school approach to the development of faith, attitudes and values. Learning through Religious Education enables children at St. Gerard's to:

- develop their knowledge, understanding and worship of significant aspects of the Catholic faith and an understanding of other Christian traditions and world religions
- investigate and understand the responses which faith offers to questions about truth and the meaning of life
- highlight and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.



Social Studies

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding come the opportunity and ability to influence events by exercising informed and responsible citizenship.

Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning.

Expressive Arts

Through the Expressive Arts, children can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. The arts have a growing significance in the life and prosperity of Scotland. Through their experience of the expressive arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities.

Learning through the expressive arts enables children at St. Gerard's to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values and ideas.



Science

The most important goal for Science Education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children.

Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Children are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables children at St. Gerard's to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science.

Technology

To participate fully in modern life, children need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children's creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy.

Technologies are developing at an unprecedented rate. Such dramatic change brings risks as well as benefits, and children need to be able to assess the impact of technologies so that they can take action in an informed way.

Learning through technologies enables children at St. Gerard's to:

- develop an understanding of technologies and their impact on society - in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors



ADDITIONAL SUPPORT NEEDS (Getting It Right for Every Child)

St Gerard's Primary School complies with the Education (Support for Learning) (Scotland) Act 2004 as amended by the Education (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.

Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority is deemed to have Additional Support Needs unless assessment determines otherwise.

Almost all children at some stage experience learning difficulties. It is our policy to involve parents and to identify and remedy problems as soon as possible. Most children overcome their difficulty by being given some extra input from the class teacher and/or through liaison between home and school. It may be that a programme may be implemented by the Additional Support for Learning Teacher in consultation with class teacher. When a difficulty persists, help would be sought from the NLC Learning and Leisure Services. The process of identifying and initiating support follows the staged intervention process as indicated below. Parents will be kept informed at all stages.

Level 1 – Universal Support, where education staff identify that a child needs support or planning which can be met within the existing classroom or playroom setting.

Level 2 – Additional Support, where education staff identify that a child needs support or planning from within the school or early years establishment.

Level 3 – Intensive Support from within Education & Families services, where it is identified that the child requires support or planning from beyond the school or early years setting but within educational services.

Examples of Additional Support Needs that pupils may require assistance for:

- English as an additional language.
- Social Emotional or Behavioural needs
- Absence due to long term illness
- Specific named conditions for learning such as dyslexia or dyscalculia.

Parents 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.



Planning

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

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

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

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

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

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

Dispute Resolution

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

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

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

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



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Contacts in relation to Support for Learning

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

NLC Additional Support Manager
Central Locality (Coatbridge Bellshill)

Additional Support Manager
IT Technical Service
Caldervale High School
Towers Road
Airdrie ML6 8PG
01236 632844

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

NHS Lanarkshire
Bellshill
Bellshill Health Centre
01698 575700
Resolve
0131 222 2456
(Independent Adjudicator)

You can also get more help and advice from:

Scottish Independent Advocacy Alliance
Mansfield Traquair Centre
15 Mansfield Place
Edinburgh
EH3 6BB
0131 313 8844
enquiry@siaa.org.uk
www.siaa.org.uk

Enquire – the Scottish advice service for additional support for learning. Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets,
0845 123 2303
info@enquire.org.uk
www.enquire.org.uk for parents and practitioners

Reference to Additional Support Needs

Tribunal (Scotland)

ASNTS
Health & Education Chambers
First Tier Tribunal for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT
Helpline: 0845 120 2906
Fax: 0141 302 5860
Email: ASNTSinquiries@scotland.gsi.gov.uk

Social Work Office

Bellshill
303 Main Street
01698 346666
Bellshill ML4 1AW



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SCHOOL IMPROVEMENT REPORT 2023/24 & PLAN 2024/25

The School Improvement Report for Academic year 2023/24 is available on the school blog. Go to the link @ blogs.glowscotland.org.uk

The School Improvement Planning priorities for 2024/25 are as follows:

Priority 1 CNHS Cluster: Improve engagement and attainment by supporting increased attendance at school. (Year 3)

Priority 2. CNHS Cluster: To embed partnership working with Children and families consistent with the National Commitment of “The Promise”. (Year 3)

Priorirt 3. School: Improve attainment and achievement in

1. Interdisciplinary Learning (IDL) reflecting Curriculum development in STEM subjects and “Laudato Si”
2. Literacy and Numeracy across the curriculum



HOME LEARNING (Homework)

All children will be given a small amount of homework. A week's homework will be given to children every Monday to be collected on the following Thursday. It would be beneficial to your child if you can manage to complete this with your child. Homework given will be indicated in the children's Home Learning Diary or in the case of infants, a letter to parents. If at any time you feel your child is having difficulties with this arrangement, please contact the school.

SCHOOL ETHOS - Spiritual, Social, Moral & Cultural Values

The school ethos is an inclusive one consistent with Gospel values as expressed in the "Charter for Catholic Schools" and the values expressed within Curriculum for Excellence, of Wisdom, Justice, Compassion & Integrity.

www.sces.org.uk/download/charter-for-catholic-schools/

St. Gerard's provide a supportive and nurturing environment that encourages children to value one another's achievements and ensures a positive climate for children to learn. We provide high quality pastoral support to children and their families. (HMIe 2016)

St. Gerard's Primary School works closely with St. Gerard's Parish. We follow the Catholic liturgical calendar and participate in services at the church throughout the year. Morning, evening as well as Grace before & after lunch prayers are shared. Weekly assemblies begin and end with prayer. Participation in these events is consistent with the life of a Catholic school and it is important that parents choosing St. Gerards' are aware of the daily religious content. Parents can withdraw their child from religious aspects of daily life but this request must be put in writing to the head teacher for consideration.

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.

ANTI-BULLYING

The school will not tolerate any bullying behaviour within St. Gerard's. Children are reminded often of the need to show respect to others at all times. As part of our Health and Wellbeing Programme the issue of bullying is raised to ensure children are aware of what constitutes bullying and to reinforce that it is not something that is acceptable.

All complaints of bullying will be investigated fully. The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system.

If you feel your child is being bullied, please encourage your child to speak to his/her teacher or contact the school directly yourself.



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

PROMOTING POSTIVE RELATIONSHIPS

The school has a commitment to the use of positive behaviour management through Restorative Practice Approaches. The starting point for all work to resolve problems should be to enable those involved to understand the harm that has been done and to support them in restoring relationships.

Within a school certain standards must be maintained if it is to be a place of learning, trust and happiness. Consequently in St. Gerard's, a very high standard of behaviour is expected at all times.

- **Children are expected to respect all members of staff**
- **They are expected to show kindness and tolerance towards their peers**
- **To carry out the work assigned to them, and allow all others to do the same**
- **To respect the school and the property of others.**

Support and encouragement of pupil effort and achievement should be the starting point in classroom relationship management within the school.

In achieving positive relationships within St. Gerard's the following systems are implemented:

- A whole school House System
- Peer Mediation facilities
- P.A.Th.S Programme
- I.C.E. Health & Wellbeing Programme
- Individual class systems to promote positive relationships
- Recognition of achievements through assemblies
- Certificates of achievements related to Curriculum for Excellence
- Out of School Hours Learning opportunities
- Display
- Frequent positive verbal praise from all staff
- Roles of responsibilities for pupils within the school
- Clear communication with parents

Sanctions may be necessary where a pupil's actions are seen to be causing harm to others. The school employs a system of reflection sheets. The pupil causing harm is asked to complete a sheet that asks them to reflect on the incident. They may need support in completing the sheet. This



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sheet is then taken home to be completed and signed by the parents/carers. Comments are welcomed from home as communication is vital in affecting change in behaviours.

CLOTHING AND UNIFORM

All North Lanarkshire schools must have a dress code that encourages pupils to dress in a way, which is appropriate to attendance at school. The 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 authority that parents will be keen to support the dress code and written agreement may be sought.

St. Gerard's has a beautiful uniform that the children wear with pride. It would be appreciated if the parent, when buying clothing for their children, would purchase the following: -

Boys Uniform

Purple Blazer,
Grey trousers,
Lilac shirt with purple & gold striped tie,
Grey socks & black shoes.
Purple V- neck school jumper/cardigan optional

Girls Uniform

Purple blazer
Grey skirt/dress or trousers
Lilac blouse with purple & gold striped tie
Grey socks & black shoes.
Purple V- neck school jumper/cardigan optional

Boys P.E. Kit

Shorts,
School Polo/t-shirt,
School sweatshirt
Training shoes

Girls P.E. Kit

Shorts,
School Polo/t-shirt,
School sweatshirt
Training Shoes

All children should be dressed in shirt and tie for the school day. Children who have P.E. should bring their kit to school to change into. After P.E. children should again wear their school shirt and tie.

School uniform is available from:-

Logo Express.

Forms with costings online
and from the school office.
www.logoxpres.co.uk

La Mirage
77 Manse Road
Motherwell
ML1 2PY
Tel- 01698 252990

McKinnon Mills
Kirkshaws Road
Coatbridge
ML5 4SL
Tel – 01236 440702

There are forms of dress, which are unacceptable in school such as items of clothing which:

- potentially, encourages faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing
- could cause damage to flooring



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- carry advertising, particularly for alcohol or tobacco and;
- could be used to inflict damage on other pupils or be used by others to do so.

School is one of the most important places for a developing child. It is important that the place of learning should be afforded the highest level of respect. Therefore, parents are asked to support the school in implementing a **No Jewellery Policy** whereby no child would come to school wearing jewellery of any kind. School is not the place for inappropriate wearing of earrings, rings, necklaces, etc. The school would be happy if all parents complied with this request. Parents are also asked to support the school in implementing a **No Make Up Policy**. This includes nail varnish.

Under no circumstances will pupils be deprived any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to national assessments as a result of not wearing school uniform.

Parents in receipt of a grant for footwear and clothing from the council will be encouraged to purchase items that 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 and Leisure. Information and application forms may be obtained from any school or area office.

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 wellbeing 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/guardians 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 things are likely to be met only where the authority can be shown to have been negligent.

Please write your child's name boldly on each item of clothing, including shoes.

Parents should note that the school will not accept responsibility for any claims submitted to cover the loss or damage of such items. They are only likely to be met where the authority can be shown to have been negligent.



SCHOOL MEALS

School meals are prepared and served within a cafeteria system in the school dining hall.

There is an extensive choice of menu from snacks to a full dinner.

P1 – P5 receive a free meal.

In 2024/25, P6 and P7 pay £3.25 for their meal.



Breakfast Club

St. Gerard's has a breakfast club. The club starts at 8.15am and finishes at 8.55am in time for the start of the school day.

St. Gerard's cafeteria operates a Cashless System accessed online through the Parent Portal. Please contact the school for access details. <https://www.ipayimpact.co.uk/IP1/Account/LogOn>

Special diets for pupils suffering from certain allergies, illnesses such as diabetes or religious observance can be arranged. The child's Registered Dietician or General Practitioner must complete a medically prescribed diet form.

Information and application forms for free school meals may be obtained from schools, first stop shops, libraries and The Civic Centre in Motherwell.

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, housing benefit, council tax rebate.

Packed Lunches: Children will be supervised while eating packed lunches and can sit with their friends who are having school dinners.

Children are not allowed to leave the playground after school dinner or packed lunch. In accordance with Health and Safety, children are not permitted to go to the shop during lunchtime and we also wish to encourage healthy eating.

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,



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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.

TRANSPORT

General

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their catchments 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.

Placing Requests

The Education authority 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 his/her catchment area school, transport will be provided in accordance with regional policy stated above.



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MEDICAL AND HEALTH CARE

The medical examination of children is undertaken in the first year of primary schooling and then at ages 10/11 years, and 13/14 years by staff of Lanarkshire Health Board. 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 and parents offered any necessary treatment for their children, although they may choose to go instead to the family dentist.

Illness or Accident at School

Depending on the accident the following procedures will be followed:

- the child will be given appropriate treatment and returned to class
- parents or emergency contact will be informed and arrange to take the child home
- in the case of a serious emergency the child will be taken to hospital while contact is made with the parent

It is essential that the school is issued with a telephone number or an address where a contact can be made in an emergency. This should include someone other than the parents.

It is also essential that the school be informed of any particular medical requirements of a child.

Data Protection Act 1984

Information on parents/carers is stored on a computer system and may be used for teaching, registration, assessment and other administration duties. The information is protected by the Data Protection Act 1984 and may only be disclosed in accordance with the codes of practice. For further information please contact the school.

Medication to be taken in school

When a child has to take medicine during the school day it will only be administered if form Appendix 1 is completed in advance. Forms are available from the school office.

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, the press and on local radio.



ATTENDANCE

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure 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 authorized: i.e. approved by the authority, or unauthorized i.e. unexplained by the parent (truancy) or temporarily excluded from school.

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

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 should inform the school by letter before going on holiday. Such absence will be unauthorised.

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.

Please note that holidays during term time do affect your child's education and should be avoided. Children who have genuine absences coupled with holidays during school time are at a great disadvantage educationally. If you insist on taking your child out of school during term time the staff unfortunately cannot provide you with homework.

Clearly with no explanation from the parent, the holiday absence is unauthorised.

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



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- 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

Exceptional Domestic Circumstances

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

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

It should be emphasised that the 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. A statement of the school's policy including procedures for the enforcement of attendance.

Frequent absence or a significant number of broken weeks will result in a letter to parents informing them of the situation. It should be emphasised that the school can and will refer pupils to the reporter of the children's hearings, if necessary.

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

SCHOOL AND HOME LINKS

Parents should feel free to call at the school anytime throughout the school session – preferably by telephone arrangement – to discuss their child's progress or any concern that they may have. Open evenings are held during the school year; these operate by an appointment system.

Please inform the Head Teacher if you have an hour or two to help out during the week. All parent helpers are subject to 'Disclosure Scotland' before permitted to work with children.

Parent helpers in the past have been invaluable working alongside staff on various projects such as school trips, parent homework sheets, mathematics games, library, etc.

Many parents volunteer to take after school activities. If you have any time and/or expertise, please contact the Head Teacher as soon as possible.



Children of Ethnic Minority Background

Parents of children of ethnic or religious minority background may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Such requests will be granted on up to three occasions in any one school session and the pupil marked present in the register.

Links with other People and Agencies in the Community

Involvement will be encouraged with agencies which directly enrich the formal curriculum e.g. library, church groups, local press, parents and friends who have specialised skills.

EXTRA-CURRICULAR ACTIVITIES

Currently St. Gerard's provides Out of School Learning opportunities in the following areas:

Athletics Club Netball Club Dance Club

Homework Club Musical Theatre Club Martial Arts Club

After school and Lunchtime clubs operate at various times throughout the year. Clubs begin after school and normally last for one hour.

Any parent who has a talent or skill to offer and can spare an hour or so to coach children should make arrangements with Mr. Conaghan. This would be greatly appreciated by pupils and other parents in the community.

REPORTING TO PARENTS

Parents are invited into the school to meet with the class teacher in October and May/June. Written reporting will take place in March/April.

DATA PROTECTION

Freedom of Information

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

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. The school and the council collect pupil names and addresses 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.



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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, the 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 data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act 1998. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

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
caserwork@ico.org.uk



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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 Coordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

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

Child & Adult Protection Co-ordinator is: Ian Conaghan (Head Teacher)
Telephone Number: 01698 274916

FRIENDS OF ST. GERARD'S ASSOCIATION (Friends) (PTA and Parent council)

St. Gerard's Parent Teacher Association is open to all parents of enrolled children. The Friends will be involved in arranging events and topics of interest for parents. They will also be involved in raising funds that will be used to help subsidise school activities such as outings, Christmas parties and in providing extra equipment that the school might not otherwise be able to acquire. It is our aim to actively encourage parental involvement in our school. Parents are invited to participate in school life in as many ways as possible.

The Friends meet to coordinate community events on behalf of the parent and teacher community. Clare Lynch (PT) coordinates meetings for and on behalf of the Friends association.

Main events include:

Halloween Family Night

Christmas Fayre

School Quiz

School Disco

Parents are welcome to work on a voluntary basis and any parent who wishes to work with us in school should inform the Head Teacher.



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PARENT FORUM/COUNCIL

The Parent Forum

As a parent/carer 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/carers at the school
- be invited to identify issues for the Parent Council to work on with the school.

The Parent Council is composed of parent, staff and co-opted members and with the Head Teacher as professional adviser, has duties, rights and responsibilities in relation to the management of the school. These duties include: -

- supporting the work of the school
- representing the views of parents
- consulting with parents and reporting back to the Parent Forum on matters of interest
- promoting contact between the school, parents, pupils, providers of nursery education and the wider community
- fundraising
- taking part in the selection of senior promoted staff to the school
- receiving reports from the head teacher and education authority
- receiving an annual budget for administration, training and other expenses
- improving home school partnership and facilitating parental involvement

Members of the Parent Council volunteer or may be elected by parents.

Local Regional Councilors may attend all meetings of the Parent Council and have the right to speak. However, as they are not members of the Board they cannot vote.

The Parent Council meets on a termly basis, 3/4 occasions throughout the school year.

The following are the names of our Parent Council:

CHAIR:	Mrs. Janine Dingwall
SECRETARY	Mrs. Laura Docherty
TREASURER	Mrs. Heather MacTavish
PARENTS:	Ms. Kathleen Christie Ms. Tracy Naughton
CO-OPTED MEMBERS:	Mr. Louise Elliott (Church Representative)
HEAD TEACHER:	Mr. Ian Conaghan
STAFF MEMBER:	Mrs. Mhairi McCallum / Miss Clare McMahon



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QUALIFYING STATEMENT

Although this information is accurate 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 by law 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.



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