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Award*

EDUCATION & FAMILIES

St. Monica's Primary School

Handbook 2024



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Dear Parents/ Carers,

Welcome to St. Monica's Primary School. We hope you find our handbook useful in giving you information which will help you to learn more about our school.

In St. Monica's Primary all of staff work to ensure that every pupil is happy and successful in their learning. We are a community school and strong links with the parish of St Monica's are established and strengthened through our programme of liturgical events.

We aim to provide your child with a secure and stimulating environment and welcome parents as active partners in their child's education.

We want your children to grow with a love of learning and in faith, to care about their friends and their school and to be proud of their achievements.

Mrs J Rafferty, Head Teacher

VISION AND VALUES



“Tenete Fidem”
(Keep the Faith)

Pray, Learn, Grow Together

Through positive attitudes and partnership, we aspire to develop the whole child, meeting individual needs in a safe, secure and stimulating learning environment. Everyone is encouraged to take responsibility and show respect for themselves and for the rights of others, to become successful learners, confident individuals, responsible citizens and effective contributors.

1. SCHOOL AIMS

The community of St. Monica's aim to;

- Provide a nurturing and positive ethos for the whole school community underpinned by the values of our Catholic faith.
- Promote the highest levels of attainment and achievement.
- Provide learning experiences which are engaging, enjoyable, motivating and challenging
- Encourage our children to be aspirational and have a positive approach to their learning.
- Develop respect and tolerance within an inclusive community, where everyone is treated fairly and justly, irrespective of social, religious and cultural differences.

2. SCHOOL INFORMATION

The full name and address of the school is:

**St Monica's Primary School
Craigend Drive
Kirkwood
Coatbridge
ML5 5TJ**



Telephone No. 01236 632080

E-mail address. enquiries-at-st-monicas@northlan.org.uk

Twitter- @StMonicasNLC

St. Monica's is a Roman Catholic co-educational primary school covering Primary 1 to Primary 7.

Present Roll	197
Planning Capacity	408
Working Capacity	396

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised. At present we have 9 classes organised as follows:

Primary 1	27 pupils
Primary 2	25 pupils
Primary 3	24 pupils
Primary 4	25 pupils
Primary 5	25 pupils
Primary 5/6	25 pupils
Primary 6/7	20 pupils
Primary 7	26 pupils

At some point in their primary school career most of our pupils will experience a composite class but this should not concern any parent as we ensure that all children work within a programme appropriate to their age, ability and aptitude.

At school level procedures exist to ensure that children are making good progress within the nationally agreed curriculum guidelines.

Pupils in all classes are following programmes constructed to help them progress at their own level. This applies to all pupils regardless of whether or not they are in a composite or single stage class.

We make every effort to involve pupils of any one year group in activities which bring the whole year group together.

In the formation of all classes full account is taken of existing successful groupings of pupils. We use Language and Mathematics groupings as the baseline for deciding to which class children are allocated. These groups are comprised of a number of pupils of broadly similar attainment levels who have shown the capacity for working well as a learning group.

COMMUNITY EDUCATION:

It is Council policy that school accommodation is to be made available as far as is possible outwith school hours for use by the community. Such use by groups, clubs, etc. will be in accordance with approved letting procedures and enquiries should be directed to the Area Community Officer (see list of addresses at back of handbook).

ASSOCIATED SECONDARY SCHOOL

**St. Andrew's High School
9 Old Monkland Road
Coatbridge
ML5 5EA**

Tel: 01236 632163



3. TEACHING STAFF

HEAD TEACHER	Mrs J. Rafferty
ACTING DEPUTE HEAD TEACHER	Mrs I. Gibbons
PRINCIPAL TEACHERS	Mrs. L. Clegg, Mr M. Harkins

STAFFING AND ACCOMODATION 2024/2025

Head Teacher	J. Rafferty
Acting DHT	I.Gibbons
PT's	L.Clegg, M. Harkins
Primary 1	C.O'Brien/C.Devlin
Primary 2	N.Findlay
Primary 3	M.Tennent
Primary 4	R.Brown
Primary 5	A.Humes
Primary 5/6	K.Feeney
Primary 6/7	R.Wynd
Primary 7	A.Fitzpatrick/L.Clegg

PARENT SUPPORT WORKER (CLD) K.MacInnes

CLERICAL ASSISTANTS T.Dolan
D.Carswell

CLASSROOM ASSISTANTS F. Paul

ASNA M. Burns
M. Henderson
S. Ferguson

JANITOR S.Lee

CATERING SUPERVISOR J. Sutherland

CLEANING SUPERVISOR H. Gault

4. SCHOOL HOURS

Children coming to school will attend from 9.00 a.m. until 3.00 p.m. daily.

BREAKFAST CLUB	8.15am-8.50am
SCHOOL DAY for all pupils is from	9.00 - 15.00
INTERVAL 1	10.30 - 10.45
P1,2,3 and 4 LUNCH	12.15 – 13.00
P5,6 and 7 LUNCH	12.30 – 13.15



5. SCHOOL YEAR

THE SCHOOL YEAR 2024 – 2025

Summer 2024	
Schools closes	Wednesday 26th June 2024 at 1pm
Inservice days	Monday 12 th August 2024 Tuesday 13 th August 2024
Pupils return	Wednesday 14th August 2024
September 2024	
September Weekend	Friday 27 th and Monday 30 th September 2024
Mid Term October 2024	Monday 14 th October to Friday 18 th October 2024 (inclusive)
November 2024	
Inservice Day	Monday 18 th November 2024
Christmas 2024	
Schools closes	Friday 20 th December 2024 at 2.30pm
Schools re-open	Monday 6 th January 2025
February Mid Term 2025	
School closes	Monday 17 th February 2025 and Tuesday 18 th of February 2025
Inservice Day	Wednesday 19 th February 2025
School re-opens	Thursday 20 th February 2025
Easter 2025	
School closes	Friday 4 th April 2025 at 2.30pm
School re-opens	Tuesday 22 nd April 2025
Good Friday	Friday 18 th April 2025
Easter Monday	Monday 21 st April 2025
May 2025	
May Day	Monday 5 th May 2025
Inservice Day	Tuesday 6 th May 2025
May Weekend	Friday 23 rd May and Monday 26 th May 2025
Summer 2025	
School closes	Wednesday 25 th June 2025 at 1pm

6. TRANSFER & ENROLMENT

Children who attain the age of 5 years between 1 March 2024 and 28 February 2025 should be registered for education during the week commencing Monday 15th January 2024. Parents/carers should take their children to the appropriate local primary school during that week at the times(s) designated by the school concerned. Birth certificates and a current council tax notice must be produced.

Each year, prior to starting school, there is a programme of visits organised for our new pupils. This allows the children to spend some time in school getting to know their new teachers and becoming familiar with the school and its grounds. They will also be introduced

to their buddies – senior pupils who will keep an eye on them throughout their first year at school. P1 pupils will be required to attend full-time from first day of session.

Parents of older children seeking a place should contact the school office to arrange an appointment to visit the school.

7. STARTING SCHOOL

Primary schools are happy places but, however good the school, your child is likely to find her/his first day at school a very significant event. Most adults remember their first day at school, though they may have forgotten many more recent experiences. You can make starting school less traumatic if:

In the weeks leading up to starting

- You speak enthusiastically about school and avoid recounting your own bad experiences of school in front of your child.
- You make it clear that you will still have time for your child and that ‘out of sight’ will not be ‘out of mind’. If there have been highlights on weekdays, like trips to the swimming pool or to a gym class, try to include some similar activities at weekends, so that school doesn’t suddenly take away favourite aspects of a child’s familiar routine.
- You take your child to see the school a few times before the starting date, so that she/he becomes familiar with it in advance. It is best to do this in as natural a way as possible, by going for a walk past the school. Time this so that your child sometimes sees children going to or from school.
- You ensure that your child has developed basic social skills by playing with other children and generally mixing with children of a similar age before starting school. If children do not have brothers and sisters or neighbours of a similar age, it is especially important that they have learned to co-operate and to stand up for themselves so that they are less likely to be bullied and will integrate more easily with others at school.
- Your child has become used to sitting still and concentrating for short periods of time. (Many children starting school have little self-control and find sitting at a table or listening to a story very difficult.)
- Your child is able to: go to the toilet without assistance and know when it is time to go; tie her/his own shoe laces; do up buckles; fasten buttons and other fastenings on clothes; change into PE clothes.



In the first few weeks at school

- You make sure you ask about the child’s day and establish open communication. If there are problems, make it clear that you want to share these and will try to help.
- You make some allowances. Whilst not condoning inappropriate behaviour, be aware that your child’s behaviour at home may change. If a child feels stressed by starting school, her/his behaviour at school may be good, but behaviour at home may temporarily deteriorate; this is really a cry for help. If it is very marked - with sudden outbursts, crying, bed-wetting, or frequent tummy aches - it is a likely pointer that your child is suffering from a high anxiety level. You will be given full co-operation from the school

in ironing-out such difficulties; problems of this nature are better tackled sooner rather than later, by making an appointment to talk with the teacher and the Head Teacher if necessary.

- You personally meet your child from school as often as possible (other commitments permitting).
- You actively foster friendships your child has begun to make, get to know the children by allowing your child to invite new friends round to play, to a party or shared activity. If the school is not in the immediate locality, this is doubly important if your child is to fit in socially and feel a connection between home and school.
- You do not stop helping your child just because he/she has started school, but be prepared for the child to show increasing independence from you. Be there to support where needed, without crowding or interfering.
- You take up any opportunities for parents to help or become involved with the school, and try to form links with other parents who have children in the same class.
- You do all that you can to establish and maintain positive and meaningful communication between yourself and school.

8. TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils are normally transferred between the ages of 11½ and 12½ so 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.

Children at St. Monica's transfer to:

**St Andrew's High,
9 Old Monkland Road,
Coatbridge
ML5 5EA**

Head Teacher: Mr. Peter Holmes

Should you have any reason to wish your child to transfer to any other Secondary School, please consult the head teacher of St. Monica's who will explain the "placing request" process to you. Full information on this and all primary/secondary transfer procedures will be sent out to you in December with an invitation to visit the school and consult the head teacher about your child's approaching transfer.

9. EQUAL OPPORTUNITIES

In St. Monica's we are firmly committed to North Lanarkshire Council's policy to provide equal opportunities for all children regardless of gender, race or creed. It is our aim through positive promotion of equal opportunities to provide an environment in which all children achieve their potential, uninhibited by the effects of discrimination.

The role of parents and teachers in fostering desirable attitudes in this area is of paramount importance since early experiences have a significant bearing on a child's subsequent achievements and attitudes. It is important for children to experience a wide range of activities regardless of their gender since attitudes to sex stereotyping begin to develop in the early years and may influence their choices in the curriculum in later years.

In St. Monica's Primary School, our aim is to provide an environment in which all children -

- experience equality and fairness regardless of gender, race, creed or ability;
- display a positive approach to equality and fairness with others regardless of gender, race, creed or ability.

No distinction is made between children on account of gender, race, creed or ability. All are given the same treatment and the same opportunities as their abilities allow.

If any harassment is suspected or reported we will talk to the suspected victim, the suspected harasser and any witnesses. If any degree of harassment is identified we will support the victim and inform the parents. We will discipline and also try to help, the harasser by fully exploring all related issues, by involving parents, by working with the harasser to rid him/her of prejudiced attitudes and by taking one or more of the disciplinary steps detailed in the school's policies on 'Discipline' and 'Bullying' (both of which are available in the school office).

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

10. CURRICULUM FOR EXCELLENCE

What is Curriculum for Excellence?

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

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

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

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

Curriculum for Excellence is defined as:

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

These contexts are:

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

What are the Curriculum for Excellence levels?

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

LEVEL

STAGE

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

There are eight curriculum areas:-

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

How will my child's learning be assessed?

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 school's arrangements and approaches for tracking and assessing pupil's progress and planning their future learning

The school's arrangements for on-going and end of year reporting to a pupil's parent on the pupil's progress in curriculum areas, achievements and their future learning.

- 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 continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

LITERACY

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Learning and teaching strategies follow NLC guidelines on Active Learning. Critical and creative thinking skills are developed as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills. Pupils read a variety of texts and effective learning and teaching will use contexts which build upon pupils' own experiences. Appropriate and effective use of ICT is developed within the range of contexts.

FRENCH is taught at P1- P7 stages.

NUMERACY

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Learning in mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. The mathematics experiences and outcomes are structured within three main organisers:

Number, money and measure
Shape, position and movement
Information handling

Teachers develop pupils' understanding of statistical information in the world around them. Pupils participate in planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect. There are many opportunities to develop mathematical concepts in all other areas of the curriculum. Planned use of technologies enhances the development of skills and concepts.

SCIENCES / SOCIAL STUDIES / TECHNOLOGIES

Through learning in the sciences, pupils develop their interest in, and understanding of, the living material and physical world. They engage in a wide range of collaborative investigative tasks to develop a curiosity and understanding of their environment. The key concepts are identified within five main organisers:

Planet Earth
Forces, electricity and waves
Biological systems

Materials Topical Sciences

Through learning in social studies, pupils develop their understanding of other people and their values in different times, places and circumstances. The key concepts are identified within three main organisers:

People, past events and societies

People, place and environment

People in society, economy and business

Through learning in the technologies, pupils will be involved in active learning in well designed practical activities. Effective teaching will develop pupils' skills in collaborative and independent learning. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching to provide progression and challenge. The technologies experiences and outcomes enable clear links to be made with all other curriculum areas.

EXPRESSIVE ARTS

The Expressive Arts play an important role in the education of all pupils. They encourage the exploration of values, foster imagination and creativity, develop practical and perceptual skills, and promote intellectual and aesthetic development. They promote distinctive ways of understanding self, developing individual abilities and finding personal satisfaction and enjoyment.

The Expressive Arts programme is comprised of the following areas:



- 1. Art & Design:** Learners will acquire confidence and skill in using a range of materials, techniques and processes.
- 2. Drama:** Learners will investigate and experiment with roles and relationships through movement, mime and language.
- 3. Music:** Learners will take an active part in music making, initiating music and listening and responding to music. As part of a North Lanarkshire initiative our Primary 5 pupils experience a very interactive music programme known as the Kodaly system which is presented once a week by a visiting specialist.
- 4 Dance:** Learners will have opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be core activities and taking part will contribute to their physical education and physical activity.

Teachers plan activities that take into account prior learning, achievement and interests. Pupils participate in a class assembly, school shows, and choir performances.

HEALTH and WELLBEING

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of pupils. Learning in health and wellbeing ensures that pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental,

emotional, social and physical wellbeing, now and in the future. Certain aspects of health and wellbeing are delivered through focused programmes such as personal and social education programmes. Confident individuals are developed within an ethos and climate of respect and trust. Some of the ways we develop this is through: peer support, buddies, breakfast club, cooperative learning groups, curricular support programmes, after school activities, partnership working across transitions and actively engaging with parents and carers. Regular physical activity is essential for good health. Pupils participate in planned physical education sessions as part of their core curriculum. Additional opportunities are provided at break times and lunchtimes using designated resources to encourage pupils to participate in group, team and individual activities

Promotion of a consistent healthy eating message develops pupils' knowledge enabling them to make healthy food choices. Learning is reinforced within relevant, enjoyable and active experiences.

NURTURE

In our "Sunshine Room" there are several programmes available to help support the Social and Emotional wellbeing of pupils within our school.



- **Core Nurture** - pupils who need some additional social and emotional support.
- **Nurture - drop in zone:** if pupils need time to discuss issues or time out to help to focus. Specific times to be arranged e.g. after register, playtime or lunch break.
- **Time to Talk** - to develop oral and social interaction skills. (P.1 and P.2)
- **Forest of Feelings** - helps explore and understand emotions and behavior (P3 upwards)
- **Seasons for Growth** - a loss and grief programme for pupils who have experienced significant loss due to death or family breakdown. (Ages 6+)

RELIGIOUS EDUCATION

Religious education in Catholic schools takes place within the wider Catholic faith community, in partnership with home and parish. Programmes of work come through "This is Our Faith" and "God's Loving Plan".

In addition, children will also learn respect for, and understanding of, other Christian traditions. They will also come to an appreciation of significant aspects of major world religions. (See section 13)

ASSESSMENT AND ARRANGEMENTS FOR REPORTING TO PARENTS

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.

In St. Monica's primary, parents are invited to school twice each year to discuss their child's progress. Parents may visit the school at other times if there is an issue which concerns them or if they wish more information. If parents telephone and make an appointment the Headteacher or member of the Management Team will be available.

11. ADDITIONAL SUPPORT NEEDS

St Monica's Primary School complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

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

Assistance is given to these pupils reflecting learning & leisure services staged intervention process, that is:

Level 1 - where education staff identify that a child or young person needs support or planning which can be met within the school using classroom and whole school resources

Level 2 – Requesting support from within Education Youth and Communities (services/resources Outwith School) e.g. Educational Psychologist, Community Learning and Development

Level 3 – Requesting support from another agency (Joint working with partner agency/agencies including 3rd Sector). When further planning is required to further develop the wellbeing of children and young people the Named Person may request assistance from colleagues in partner agencies.

Level 4 – Integrated and Compulsory working with other agency/agencies. Targeted intervention(s) required to promote the wellbeing of the child would be identified by relevant agencies (child's Network of Support) and included in the Child's Plan. A Lead Professional would be identified. At level 4 there would an expectation that a statutory Child's Plan with integrated assessment, integrated chronology and Lead Professional is in place.

Children may require additional support for a variety of reasons and this is evident in their learning as observed in the classroom situation. The pace of learning for some children may be significantly slower than their peers and they will require ongoing additional support. For other children, additional support may only be required in certain areas of their work.

For parents this marked and obvious difference between educational attainment and their overall ability level can be disconcerting. These children would be termed as having a specific learning difficulty. Such difficulties are likely to affect areas such as perception, working memory, discrimination, motor co-ordination, sequencing and orientation. They might manifest themselves in difficulties with regard to reading, spelling, and production of written work. There may also be an overlap into other areas of the



curriculum, such as mathematics and physical education. Behaviour too might be affected.

It is the responsibility of every classroom teacher to recognise the signs of specific learning difficulties and to carry out, or arrange for, preliminary assessment. This will be done in conjunction with the school's PT's and the head teacher. Parents will be made aware of problems which the child is encountering.

Children with additional support needs will be provided with individual programmes of work to meet their specific needs.

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. Children who have English as an additional language are supported by a visiting specialist at particular times throughout the year.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment; planning and review processes and your views will be actively sought

GETTING IT RIGHT FOR ME PLANS

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

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

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

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

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

DISPUTE RESOLUTION

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

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

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents 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.

12. SCHOOL IMPROVEMENT

As a result of our self-evaluation process with staff, pupils and parents, Our Improvement Plan priorities this session are as follows.

- **Raising Attainment in Literacy and Numeracy and updating our Health and Wellbeing curriculum.**
- **Assessment and Moderation – Improvement in attainment in Numeracy through,**
 - **Planned moderation activities at school and cluster level and beyond.**
 - **Development of a more robust shared understanding of the standards and in clusters, plan regular opportunities to have professional dialogue about children's achievement of a level.**
- **Development of Progression Frameworks in Curricular Areas and Recognising Wider Achievements across all stages of the school.**

Learners will continue to be offered opportunities to contribute to the life and ethos of the school through committees, focus groups, assemblies and presentations.

We will continue to embed health and well-being in our curriculum through events, Out of School Hours Activities and the whole school use of the HEALTHY in schools Programme.

A full copy of the current Improvement Plan is available on our school website. Parents may also wish to link to www.educationscotland.gov.uk to obtain further information on *Curriculum for Excellence*.

13. HOMEWORK

It is our intention to provide a consistent and regular programme of homework throughout the school. Homework provides the opportunity for children to practise skills and consolidate ideas presented in school. It gives teachers the opportunity to form an active partnership with pupils and parents, allowing parents to keep a close eye on their children's progress. Homework is given for the following purposes:

- to promote self-reliance, self-discipline, self-confidence and to encourage children to participate with responsibility in their own learning
- to develop the habit of independent learning children's work
- to reinforce class work by providing further practice in important skills
- to extend class work, by doing follow up work to that done in class.

Homework tasks will be set to meet the needs of each child. All work will be prepared in school. If any difficulty is experienced by your child in completing a homework task, please let the class teacher know. Homework will be given regularly to most children and should take 15-30 minutes depending on the stage of the child.

14. SCHOOL ETHOS

In St. Monica's Primary School we aim to promote positive attitudes to others by raising self-esteem, creating high expectations and encouraging children to develop a sense of responsibility for their actions. We do this by providing a safe, calm place to learn where we manage pupil behaviour through consistent and fair responses.

We offer all children the chance to participate in, and enjoy, many exciting and rewarding experiences. Since life-long success depends in part on learning to make responsible choices we encourage every pupil to make good decisions about his or her behaviour. We hope that through working in partnership, with parents and children, we can achieve this.

Pupil achievements, both in school and at home, are celebrated at our weekly assemblies and through our wall displays.

15. SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

The religious and spiritual development of the children is not restricted to formal R.E. lessons; it permeates the whole life of the school. Opportunities for the development of moral values are present, and are taken, in virtually every aspect of the curriculum.



The establishment of a caring atmosphere and emphasis on good personal relationships are important elements in developing appropriate moral values and a sense of collective and individual responsibility.

Religious Education in the Catholic school is intended to help children and young people to:

- develop their knowledge and understanding of significant aspects of Catholic Christian 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.

Relationships and Moral Education are taught through the diocesan programme ‘This is Our Faith’ which has seven levels of development ranging from Primary 1 to Primary 7. Within each level there are six strands as follows:

1. Being Special
2. Belonging
3. Learning about themselves and how to relate to others
4. Developing ideas about Rights and Responsibilities
5. Knowing about physical and emotional development
6. Knowing about spiritual development

Any parent wishing more information can view the full programme in the school office. On Holydays of Obligation, the first Friday of every month and on special occasions the school attends Mass.

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.

Parents can exercise their right to have their children withdrawn from Religious Education and Religious Observance by informing the Head Teacher of their wishes.[S.O.E.D. Circular 6/91 and the Education (Scotland) Act 1980]. Any such child will remain in the classroom during the religious lesson but will be given other work to do.

16. EXTRA-CURRICULAR ACTIVITIES/OUT OF SCHOOL LEARNING

Throughout the session pupils will be given the opportunity to go on educational visits which will be an appropriate extension of class work. Parents are invited to become involved in these trips.

Inter-school activities are an ongoing feature throughout the year.

A number of clubs are run to foster an interest in a variety of activities and to promote skill development. These have included;

- DANCE
- FOOTBALL
- GYMNASTICS
- ATHLETICS



Parent volunteers are always very welcome. Please let the school know if you are willing to help with any extra-curricular activity.

N.B. Parents/Guardians are responsible for arranging transport for pupils attending clubs that extend beyond the normal 3.00 pm dismissal time. Children should be picked up at the school.

PARENT HELPERS

Parents assist with outings and Structured Activities ongoing throughout the school year. A process of Disclosure in partnership with NLC is used to compile a list of helpers.

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

18. DATA PROTECTION

What is this statement?

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

Who are we?

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

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

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

Legal basis for using your information

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

Your personal information

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

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances. We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

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

How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records 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 obligation, personal information may be shared internally between departments of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

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

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

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care

about the information we hold in respect 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 the Council website.

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 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.

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>

19. CHILD PROTECTION

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

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

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

Child Protection Co-ordinator is: Mrs J. Rafferty
Telephone Number: 01236 632080

20. 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.

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

If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines (See Children and Adult Protection Procedures and Guidance – Section 15)

Adult Protection Co-ordinator is: Mrs J. Rafferty
Telephone Number: 01236 632080

21. SCHOOL DISCIPLINE- TOWARDS POSITIVE RELATIONSHIPS

The relationship between pupil and teacher is similar to that between parent and child, and should be based on mutual consideration. Our aim is to foster and develop habits of good relationships, respect and tolerance, a task which requires the full support and co-operation of parents.

It is necessary to maintain the high discipline standards in school. It is the policy of the school to take a positive approach of praise and regard for endeavour and good behaviour. If a pupil does not conform to the rules, he/she may have privileges withdrawn. In all cases of discipline problems, parental co-operation vital.

Anti-bullying Statement

As a school we believe our pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. Any bullying complaints will be dealt with firmly, fairly and promptly.

Pupils are encouraged to report any type of bullying behaviour, either verbal or physical, to their class teacher. If you should discover bullying taking place, please do not hesitate to report it.

The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system.

School rules are intended to create an environment in which each child can feel secure, and in which the teacher can effectively educate each child. The school reinforces anti bullying through the Health and R.E. programmes. An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Supervision in 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'. In periods of extreme or wet weather the children have their break times in their class bases supervised by school staff, supported by senior pupil monitors.

22. HOME AND SCHOOL LINKS

The school works closely with our Parent Partnership Worker (CLD) Mrs Kathleen MacInnes. As well as the formal interviews with parents to discuss children's progress, parents are invited to attend Curricular Workshops and Health Promoting events. Parents of P7 children due to transfer to Secondary meet in the high school in the summer term. Meetings will also be arranged for the parents of children preparing for Sacraments. Parents are kept in touch with current and future events by newsletters. Parents are invited to whole school assemblies throughout the school year.

Parents are encouraged to contact the school to discuss matters of concern and to visit the school directly if these matters are of pressing importance.

A monthly newsletter is issued detailing school events. The newsletter is used to keep parents and friends of the school in touch with what is happening.

Parents' Evenings: A number of Parents' Evenings are held during the session to provide parents with the opportunity of discussing their children's progress with the staff. Parents who find it difficult to attend an evening appointment can arrange to visit the school at a more convenient time.

Information Afternoons/Evenings are also planned to keep parents in touch with curricular and other developments in the school.

Parent Council

Meetings are held on Thursday afternoons at the start of each month.

All parents are invited to join the Parent Forum and take part in its activities.

23. ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised. As defined by the Scottish Government.



Absence Monitoring

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 inform the school when the child is returning.

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

Family Holidays during Term Time

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

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

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

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



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

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

Exceptional Domestic Circumstances

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

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

Pupils who require permission to leave school during the day should bring a note from parents explaining the reason for the request. Parents should collect children on such occasions.

The school investigates unexplained absence. In the case of unsatisfactory attendance, the Authority has the power to write to, interview or purpose cute parents, or to refer pupils to the Reporter of the Children's Hearings, if necessary.

24. 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 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. shellsuits)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others to do so

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

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 (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2023.

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 wellbeing 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/carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc., are not brought to school. Parents/carers should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

Pupils attending St. Monica's school are asked to dress as follows:-

White school shirt/blouse
School tie
Blue jumper/cardigan/sweatshirt
Grey trousers/skirt

School uniform can be purchased from Scotcrest, Airdrie.
 Parents of pupils starting P1 may wish their son/daughter to wear a blazer.

The recommended **P.E. Kit** is as follows:

Shorts/tracksuit bottoms
T-shirt
Socks
Soft shoes (inexpensive black gym shoes are recommended).
For outside work a tracksuit may be worn.

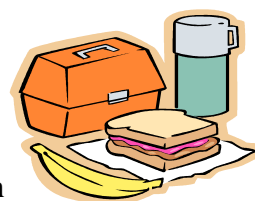
Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), universal credit, housing benefit, council tax rebate.

25. MEALS

School meals are prepared daily in our dining room. A self-service system operates providing a two course meal (main meal option or light bite followed by dessert or fruit). Payment is made for these meals at the time of purchase in the dining hall. We have a cashless system operating in the canteen. Parents are encouraged to “top up” their child’s cards through the NLC system, pupil codes are issued through the school office. Children requiring a school lunch but who arrive at school after 10am must report to school office.

THE AVAILABILITY OF SPECIAL DIETS

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child’s Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child’s school or dietician, or from North Lanarkshire’s catering service.



Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child’s dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child’s Registered Dietician or Speech and Language Therapist will liaise with Head Teacher and school catering service to ensure appropriate food provision.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

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. Special Diets such as Vegan and ethnic diets can also be accommodated.

All Primary 1 to 5 children are automatically entitled to receive a free school meal from January 2023.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

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

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk

Packed Lunches If you prefer your child to bring a lunch, they will be accommodated in the hall with their friends but are expected to stay in the school yard afterwards. Only pupils going home for lunch are allowed to leave the school grounds during lunch time.

Healthy Eating Every effort is made to ensure that the children choose a well-balanced meal. Please encourage children to choose nutritious items from the selection available. Menus are sent home to parents.

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

26. PLACING REQUEST

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

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Primary School Head Teacher. All placing requests details and procedures are available from the school or the council's website.

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

27. TRANSPORT

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 can apply on the Council website. Applications should be submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in 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.

Pick-up Points

While free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph). **It is the parents' responsibility** to ensure that their child arrives at the pick-up point in time. **It is also the parent's responsibility** to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Placing Requests

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

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

Safety in the Yard

Parents transporting children by car must not use the staff car park. Movement of vehicles in the school yard is prohibited at all times during the school day and at any time when children might be in the yard. **Children's safety is an absolute priority and should never be put at risk.**

28. MEDICAL AND HEALTH CARE

The medical examination of children is undertaken during each child's school life, normally in the first year of primary and then ages 10/11 and 13/14 years by staff of 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 are offered any necessary treatment for their children although they may choose to go instead to the family dentist.

Permission will also be sought from parents for the immunisation of pupils at appropriate ages.

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

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

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

If your child takes ill or has an accident in school, you will be informed and asked to come to the school to take your child home or, if hospital treatment is needed to Monklands General Hospital. If you cannot be contacted then the emergency contact number will be used. If your child requires immediate hospital treatment and you cannot be contacted a member of staff will accompany your child to hospital and wait there with your child until you or your representative arrives at the hospital. When enrolling your child you are asked for your telephone number and also for the address or telephone number of an emergency contact.

29. 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, on local radio and the North Lanarkshire Council's website and Twitter.

30. THE PARENT FORUM

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

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

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

PARENT COUNCIL

Parent Council came into force on 1 August 2007.

The Parent Council's rights and 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;
- receiving reports from the head teacher and education authority; and

- receiving an annual budget for administration, training and other expenses.
- 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.

All parents/guardians of children who are pupils at this school are entitled to vote in elections.

Parent Council Members:

Chairperson	K.Doherty
Vice Chairperson	A.Clarke
Secretary	K.Hill
Treasurer	K.Doherty
Staff Representative	Mrs I.Gibbons

Head Teacher J. Rafferty has a right and duty to attend all meetings of the Parent Council

31. NAMES AND ADDRESSES

The following are listed for your convenience:

North Lanarkshire Council

Education & Families
Municipal Buildings,
Kildonan Street,
COATBRIDGE
ML5 3BT.
(01236 812222)

Curriculum Improvement Officer

J. McCrone, A. Humphries
Kildonan Street
COATBRIDGE
ML5 3BT
01236 812222

Additional Support Needs Manager

Central Locality
Carol McShane
Karen Clarkson
Additional Support Manager
IT Technical Service
Caldervale High school
Towers Road
Airdrie
ML6 8PG
01698 632844

Chief Executive

Corporate Communications
Civic Centre
Windmillhill Street Motherwell
ML1 1AB

HealthCentre

Centre Park Court
Coatbridge
ML5 3AP
01236 432200

Social Work

Kildonan Street
COATBRIDGE
ML5 3BT
01236 622100

North Lanarkshire Councillors

Mary Gourlay
Civic Centre
Motherwell
ML1 1AB

Kevin Docherty
Civic Centre
Motherwell
ML1 1AB

Caroline Stephen
Civic Centre
Motherwell
ML1 1AB

Resolve
0131 3138844

(Independent Adjudicator)
Scottish Government
Directorate for Learning
Support and Wellbeing Unit
Area 2C North
Edinburgh
EH6 6QQ

NHS Lanarkshire
Coatbridge Health Centre
01236 432200

You can also get more help and advice from:

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

0345 123 2303 or info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

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

WEBSITES

www.hmie.gov.uk – inspection reports can be accessed.

www.parentzonescotland.gov.uk

www.northlan.gov.uk

32. GLOSSARY OF SPECIALIST TERMS

Additional Support Needs ASN

The term now used in Scotland instead of "Special Educational Needs".

Assessment is for Learning AifL

A major current programme to relaunch and promote key principles and good practice in both formative and summative assessment across primary and secondary schools.

Continuing Professional Learning CPL

CPL supports teachers' learning throughout their careers with high quality development opportunities, keeping them up to date with the latest thinking in learning and teaching and enabling them to meet the full potential.

Curriculum for Excellence CfE

The Government's programme of curriculum reform. It will develop a single curriculum framework for young people between the ages of three and 18 years. CfE aims to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

Devolved School Management DSM

Since April 1996 local authorities in Scotland have been required to devolve at least 80 per cent of available funding to schools themselves, so that they may manage their own budgets.

Education Authorities EAs

Every one of the 32 local authorities in Scotland is also an education authority for its area.

Education Scotland

Education Scotland is the lead organisation for the development and support of the Scottish curriculum.

First Minister

The First Minister is appointed by HM the Queen to lead the Scottish Government. He/she is normally the leader of the majority party in the Scottish Parliament.

Further Education FE

Post-school, mainly vocational education, offered through 46 FE colleges, which are grant-aided, directly or indirectly, by the Scottish Executive.

General Teaching Council GTC

The body responsible for keeping a register of teachers in public education in Scotland and advising the Scottish Ministers on teacher education. All teachers in public education must be registered with the GTC.

Head Teacher HT The head of any school in Scotland. The head teachers of some secondary schools may also be known as rectors.

Health Promoting School

A health promoting school is one in which all members of the school community work together to provide pupils with integrated and positive experiences and structures, which promote and protect their health; including both the formal and informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health.

Her Majesty's Inspectorate of Education HMIE

The national inspectors, who form an executive agency of the Scottish Government Education and Lifelong Learning Department and who visit and report on the performance of schools and further education colleges. They also provide professional advice to the Government on curriculum and standards in education.

Initial Teacher Education ITE

Often referred to also as Initial Teacher Training, ITE is the study programme which intending teachers must follow either in pursuit of a four year Bachelor of Education degree to qualify for primary teaching; or to achieve a Professional Graduate Diploma in Education (PGDE), Primary or Secondary, in one year, after graduation from a university degree course. Aberdeen, Glasgow, Stirling and Strathclyde universities offer combined or concurrent degree courses whereby training for teaching may be pursued simultaneously with a degree course.

Parent Councils

A Parent Council, consisting of elected parent and staff members, contributes to the running of a school and provides a forum for parental views.

Parent-Teacher Association PTA

Many schools have PTAs as well as Parent Councils. They exist to work on behalf of or in support of the school.

Parent zone

This website offers a broad range of information for parents, carers and others responsible for school age children about education in Scotland. The website also produces a comprehensive list of links to useful organisations and recent publications. website - www.parentzonescotland.gov.uk

Personal Support for Learning (also referred to as guidance or pastoral care)

Personal support is an holistic approach by which the school attempts to meet the personal, social, emotional and intellectual needs of every pupil, in order that each might participate fully and

gain maximum benefit from everything the school has to offer, and is equipped with the skills to cope with life.

Post-Graduate Certificate in Education PGCE

The certificate awarded to intending teachers on completion of a one-year course of post-graduate professional training.

Primary 1 P1

The first year of primary school education. The years of primary education are normally referred to in Scotland as P1 to P7.

Principal Teacher PT

The name given to a member of middle management in a Scottish school, e.g., the head of a subject department or a senior guidance teacher in a secondary school, or a promoted teacher in a primary school who has some specified responsibilities.

Professional Graduate Diploma in Education (PGDE) (used to be known as PGCE)

The certificate awarded to intending teachers on completion of a one-year course of post-graduate professional training.

Quality Indicators QI

Quality indicators (or performance indicators) are used by all educational institutions in Scotland in the process of self-evaluation and by external evaluators, such as HM Inspectors of Education.

School Improvement Plan SIP

It is a statutory requirement that Scottish schools each produce an annual School Improvement Plan stating the school's aims, indicating the results of self-evaluation and announcing what actions are to be taken to effect improvement.

School Improvement Report SIR

The statement of improvement produced by a school at the end of the academic year indicating progress made in the SIP.

ScotXchange on the web

A one stop-shop for statistics and benchmarks for use by the Scottish schools community.
www.scotXed.net

Scottish Qualification for Headship SQH

Prospective head teachers in Scotland are generally expected to follow a course of study leading to the SQH prior to appointment to a head teacher post. Website:
<http://www.scotland.gov.uk/education/sqh/>

Scottish Qualifications Authority SQA

A Non-departmental Public Body sponsored by SEED, the SQA is the national body in Scotland responsible for the assessment and certification of qualifications other than degrees.

Secondary 1 S1

The first year of secondary education which is usually referred to in Scotland as S1. The other years are referred to similarly: S2, S3, etc., up to S6

Secretary of State

The Secretary of State for Scotland is a member of the UK Cabinet. His or her role is to act as a link between the UK Government and the Scottish Executive and to represent Scottish interests in

the Cabinet. The Secretary of State is currently supported by a Parliamentary Under Secretary of State and works in close co-operation with the Lord Advocate for Scotland.

Teaching Qualification TQ

The qualification awarded by a teacher education institution to a student who has successfully completed a post-graduate certificate in education, a Bachelor of Education degree, or a combined degree which includes study of education and school experience. It entitles the student to register with the General Teaching Council (GTC) for Scotland.

Unique Pupil Identifier

Each pupil in a Scottish publicly funded primary, secondary or special school has a unique education identifier, his or her SCN, derived using the SQA's Scottish Candidate Number system.

33. QUALIFYING STATEMENTS

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

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

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

