



Allanton Primary School

&



Nursery Class



School handbook

2023 – 2024

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VISION AND AIMS

North Lanarkshire - the place to Live, Learn, Work, Invest and Visit

Education and Families

Learn Here

All young people in North Lanarkshire can achieve their full potential. They have the tools to make their way in life through quality, exciting, and challenging learning. That means improving attainment and closing the poverty-related attainment gap.

Learners of all ages have the skills to take advantage of the employment opportunities our growing economy brings. We have a flexible, resilient and skilled workforce for the future. Everyone has access to quality learning and teaching. We make sure our schools are inclusive, energetic places, which take into account the needs of all of our young people. Young people have experiences, which last a lifetime and a voice in their own learning.

School Priorities

To improve attainment in Numeracy through improving number knowledge in pupils and consistency in numeracy pedagogy across the school.

Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children.

To further, support the mental, social, emotional and physical health of all children, families and staff.

Nursery Priorities

Improve attainment in Numeracy and ensure consistency in numeracy pedagogy across the nursery class.

Further, develop a progressive play based curriculum focussing on child-centred play pedagogy.

Further develop outdoor play based learning to improve both physical and mental well being.

LIVE
LEARN
WORK
INVEST
VISIT

WELCOME

Dear Parent/ Carer

On behalf of all staff, parents and pupils, it is my great pleasure to welcome you to our school. We work hard to create a safe, nurturing, happy and creative learning environment for all our pupils, encouraging every child to achieve their full potential and have high standards and expectations for all. We believe that learning is lifelong and aim to develop the skills required for learning, life and work in our rapidly changing world. We educate the whole child so that everyone feels valued, respected and listened to. Our curriculum supports this through a broad general education for all; to develop successful learners, confident individuals, responsible citizens and effective contributors.

In this the home/school partnership plays an important role. Your home environment provides a wealth of learning opportunities to support your child's development. This will be encouraged by teachers, who will provide opportunities for home learning. You are encouraged to become involved in the life of the school. We have an active Parent Council and Friends Group who would be delighted to welcome you to join them. Parents are encouraged to participate in school life. Our parents and families are regularly invited to come and share in our assemblies, open days, concerts and special events. It is important that our children are involved in the life of the school and they are strongly encouraged to make a positive contribution to our community through participation in After School Clubs, Voluntary Community Activities, Pupil Council, Eco, Health, Fairtrade and Rights Respecting Schools Committees, Competitions and Local Initiatives. I hope that you find our handbook useful, but please do not hesitate to get in touch if you would like to know any further information. We very much look forward to welcoming you to the Allanton Family.



Sheena McFaite
Acting Head Teacher

AIMS OF THE SCHOOL

Allanton Primary School & Nursery Class opened in 1927. The building is single storey and has a ramp giving easy access for wheelchair users. The accommodation consists of five classrooms, a central library, a staff resource base and a nurture/cooking kitchen space. A Nursery was established in 1999 with an outdoor play-area. There is a spacious hall, which is also used as a dining area. The school also has an extensive outdoor learning classroom/area.

'Learning and Achieving Together'

We aim to create an ambitious, excellent school by focusing on continuous improvement through self-evaluation and the development of Leadership at all levels. High quality learning and teaching is the focus of all, producing the highest possible standards.

We will achieve this by:

- Creating an ethos of equality and fairness making sure that we embrace the spirit of inclusion, which will encompass all of our children.
- Working with stakeholders taking account of and valuing their opinions and ideas.

Values

(Wisdom, justice, compassion, integrity)

We have a curriculum that is inclusive and stimulating for personal achievement and through the broadening of experience of the world, be an encouragement towards informed and responsible citizens. Our vision promotes equality, fairness and places value on everyone's contribution to school life.

We are committed to bringing down barriers to learning by making sure children have a range of rich opportunities and experiences.

In partnership with parents and the local community, we aim to provide an education of the highest quality that is appropriate to the needs of individual pupils, in a secure, happy and stimulating environment.

Allanton Primary School & Nursery Class aims to raise standards of educational attainment for all. The school plays an active part in the community and liaises widely with other local educational establishments.

The school is part of the Shotts Learning Cluster and enjoys positive relationships with the cluster primary schools. Pupils from Allanton Primary School normally transfer to Calderhead High School and the transition links are strong and very effective.

Allanton offers many varied activities as after school clubs during the course of the school year including-Photography, Football, Badminton, Dance, Art, Homework, Balance Bikes, Cooking and Choir. All staff participate in In-service and Career Long Professional Learning and engage fully in the PRD process.

We seek to promote partnership with all stakeholders and ensure the school community is kept up to date via monthly newsletters, class newsletters, drop-in sessions, workshops, and our twitter pages.

SCHOOL INFORMATION

SCHOOL NAME: Allanton Primary School & Nursery Class
Dura Road
Allanton
Shotts ML7 5AB

TELEPHONE: 01501 826703

E-MAIL ADDRESS: enquiries-at-allanton@northlan.org.uk
www.twitter.com/allantonprimary

PRESENT ROLL: 87 plus 24 children in our Nursery Class

CAPACITY: The total planning capacity of the school is 150. The current working capacity is 180. Parents should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

CLASS STRUCTURE: The school covers all stages from Nursery to P7. There are five classes in the school and the composition of classes is arranged to maximise teaching time. Composite classes have a class maximum of 25 pupils. The nursery class structure consists of children from the age of 3 years.

**SCHOOL ROLL
AND STAFFING**

| P1 | P2/3 | P3/4 | P5/6 | P6/7 | Nursery |
|----|------|------|------|------|---------|
| 14 | 18 | 20 | 17 | 18 | 24 |

DENOMINATIONAL STATUS: Both Primary School and Nursery Class are non-denominational and co-educational.

COMMUNITY FACILITIES: Parents or organisations may have the use of the school or part of the school. Such use will be in accordance with letting procedures.

SCHOOL HOURS: School begins each day at 9.00 am and closes at 3.00 pm. There is an interval in the morning from 10.30 - 10.45 am. The lunch break is from 12.15-1.00 pm. Primary One pupils attend school full-time from the first day of term in August.

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

ASSOCIATED SECONDARY SCHOOL: Calderhead High School
Dyfrig Street
Shotts ML7 4DH
TELEPHONE: 01501 826701

PARENT COUNCIL E-MAIL: allantonprimaryschoolparentcouncil@hotmail.co.uk

NURSERY

Our nursery class is open from 9am and closes at 3pm.

Our nursery offers provision for 24 pupils FTE. Application for placements open in January and should be completed on-line no later than mid February.



BREAKFAST SERVICE

The Local Authority also provides a breakfast service daily between 8:15 - 8:45am. This supervised service costs £1 per pupil daily for the first child in each family, 50p for the second child and 30p for the third child (free for all P1-5 pupils and those in receipt of a free school lunch) Children may have cereal, milk, toast and fresh fruit. This service provides an excellent start to the school day for pupils and may assist parents with their own morning and work routines.

MANAGEMENT TEAM

| | |
|--|---|
| Act. Head Teacher Miss S McFaite | <u>Responsible for:-</u> General Policy, School Improvement Planning, Standards and Quality Report, Child Protection, Quality Assurance, Target Setting, Absence Monitoring, Curriculum Overview, Support for Learning and Inclusion, Tracking and Monitoring Teaching and Learning from Nursery to P7, Assessment and Record Keeping, Finance and budgets, Resourcing, French |
| Act. Principal Teacher Mrs V McCallum | Staff Communication, Assemblies, Tracking and Monitoring in relation to Raising Attainment, Transition Support, Cover staff absence, Nurture Support, Active School links, Mentor Probationers and After-School Clubs Co-ordinator |

Our current staffing is 6.8 FTE (Full time equivalent)

| | | | |
|-----------------|--------------------------------|-----------------|--|
| Miss E Ross | P1 | Miss H Eadie | Early Learning Practitioner |
| Mrs L Frame | P2/3 | Miss A McIntyre | Early Learning Practitioner |
| Mrs Arthur | P3/4 | Mrs S Rae | Senior Clerical Assistant |
| Miss Davie | P5/6 | Mrs D Wilson | Classroom Assistant and Breakfast Supervisor |
| Miss C Arbuckle | P6/7 | | |
| Mrs M Miller | Language/PE | | |
| Mrs C Muslek | Lead Practitioner, Early Years | Mr J Russell | Janitor |
| Mrs L Adams | Early Years Support Staff | Ms R Carlin | Lunch Supervisor |

August 2023

Teachers return and in-service day: Monday 14 August 2023

In-service day: Tuesday 15 August 2023

Pupils return: Wednesday 16 August 2023

September 2023

September weekend: Friday 22 September and Monday 25 September 2023 (inclusive)

October 2023

October week: Monday 16 to Friday 20 October 2023 (inclusive)

November 2023

In-service day: Monday 13 November

December 2023 - January 2024

Schools close: Friday 22 December 2023 at 2.30pm

Christmas and New Year holidays: Monday 25 December 2023 - Friday 5 January 2024 (inclusive)

February 2024

Mid-term break: Monday 12 February and Tuesday 13 February 2024

In-service day: Wednesday 14 February 2024

April 2024

Schools close: Thursday 28 March 2024 at 2.30pm

Spring holiday (Easter): Friday 29 March - Friday 12 April 2024 (Inclusive)

Good Friday 29 March

Easter Monday 1 April 2024

May 2024

In-service day: Thursday 2 May 2024 (to coincide with UK Parliamentary elections, but may be subject to change)

May holiday: Monday 6 May 2024

May weekend: Friday 24 May 2024 and Monday 27 May 2024 (inclusive)

June 2024

Schools Close: Wednesday 26 June 2024 at 1pm

**ENROLMENT**

Parents whose child's 5th birthday falls between 1 March 2023 and 28 February 2024 should enrol their children in January 2023. Parents will be notified by e-mail of the enrolment arrangements if they have children already at school or details will be printed in the local press. Parents who have moved to the area or wish to make a placing request may phone the school and the Head teacher will make the necessary arrangements for a visit to the school.

EQUAL OPPORTUNITIES

The school is committed to equality of opportunity for all its pupils, regardless of sex, religion, physical ability or social background. The school is committed to ensuring its

policies, practices do not impact adversely on any particular group of people, and opportunities to promote equality are actively pursued.

Staff challenge all aspects of discrimination. Teachers use a variety of activities that encourage discussion of relevant issues and help to foster tolerance and build positive relationships. Discrimination in any form, be it action or inaction, is not tolerated. The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools.

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

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):

- Early level pre-school to P1

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

What is the Broad General Education?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age three until the end of S3 after which learners move into the Senior Phase that starts in S4.

Curriculum Areas and subjects

The BGE is delivered via eight curricular areas that, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The eight curriculum areas:-

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

Importantly, literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

The Broad Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The levels are as follows:-

| <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 |
| Senior Phase | S4 - S6 and college or other means of study |

How will my child's learning be assessed?

Assessment and Reporting

Assessment is an important part of the Curriculum for Excellence and, at all levels, teachers and staff closely monitor pupils' progress.

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 that are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

Assessment, recording and reporting of pupil's progress is ongoing within each session, to help teachers ensure that effective learning takes place. Methods of assessment include:

- Formative Assessment
- Observation
- Written and oral tests
- Practical assessment
- Formal testing using diagnostic materials

Parents are encouraged to visit the school if they have concerns about any aspect of their child's education. In addition, the following arrangements have been made to allow consultation between parents children and the school.

- Consultation Times: October and May
- Final Progress Report May/June

In Allanton Primary School, assessment is an integral part of teaching and learning, and pupils are continuously assessed in an informal way as part of the daily class routine. Pupils are involved in personal target setting, which follows on from pupil discussion with teachers about their progress. Targets are shared with parents during parent meetings. Knowledge and skills are developed and practised through interdisciplinary themes that provide both breadth and depth for pupils. Pupils are encouraged to evidence their learning using a variety of recording/presentation media.

Sexual Health and Relationship Education appears at an appropriate stage throughout the Primary years and parents are advised in writing when sensitive topics are planned. Meetings with Head Teacher/staff, to discuss any issues, can be arranged. Issues of substance use/abuse are also dealt with in a sensitive manner and parents may discuss these topics with Senior Staff.

At other times, standardised assessments are used to help teachers assess pupil progress and to identify any strengths and diagnose any barriers to learning. Benchmarks will support teacher professional judgement for progress towards the level or achievement of a level.

All parents will receive a written report each year. This will indicate pupil's progress in all areas of the curriculum.

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.

Curriculum for Excellence developments are taken forward through the priorities identified in the School Improvement Plan

SCHOOL IMPROVEMENT PLANNING

The school has an improvement plan that targets areas of the curriculum to be developed. The outline plan for 2023-2024 will be planned because of review and self-evaluation during 2022 - 2023.

Information regarding the school's performance at Local and National level can be obtained at www.educationscotland.gov.uk

Allanton Primary have three main areas for development as detailed in the School Improvement Plan (SIP)

Priority 1 -Improvement in attainment in Numeracy

Improve number knowledge in pupils

Develop consistency in numeracy pedagogy across the school

Review interventions and support targeted children

Priority 2- Establish a digital pedagogy across all stages of the curriculum

Develop a progressive planner for digital literacy for all CFE levels

Provide well planned digital opportunities which engage learners and delivers a high quality learning experience for all children.

Consistent use of Glow as a learning and collaborative environment when learning digitally

Priority 3 - Further support mental, social, emotional and physical health of all children, families and staff

Data from SDQ analysed to help plan for pupils wellbeing

Staff and pupils know and understand the GIRFEC principles and wellbeing indicators

All teaching staff to promote wellbeing through the integrations of progressive HWB programmes.

Cluster Priority - Improvement in attainment; particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing.

CURRICULUM

Our curriculum follows National and North Lanarkshire Council Guidelines and reflects current good educational practice.

Children have the opportunity to study the following areas of learning -

Literacy

At Allanton, we structure our Literacy planning around North Lanarkshire Council's Active Literacy Programme. We use a range of literacy resources to support reading, writing, oral expression, comprehension, observational skills and listening.

Mathematics

Numeracy and Maths focuses on an active approach. Some of the resources we use for numeracy and maths are Heinemann, Teejay and Sumdog. Extension materials are used where appropriate to challenge pupils. Mental Maths, Number Talks, Number Box and problem solving activities are a regular part of children's experiences in class.

Health & Wellbeing

Allanton has a whole school approach to Health and Wellbeing. We have a Health Committee who plan events throughout the year.

Interdisciplinary Studies - known as IDL

These may touch on History, Geography, Science, Nature Study, Health Education and Technology but will also have core Maths, Language and Health and Wellbeing aspect.

We can plan outings to enhance and illustrate topic work. Children do not study all of these subjects at one time, but over time should have a broad based educational experience throughout the school and we also respond to local and national events.

Expressive Arts: Music, Art, Craft, Dance, Drama

Children receive instruction in these skills and are given the opportunity to put them into practice through presenting, creating and evaluating. Theatre visits and our class assemblies further enhance and support development in these areas. In addition, a school choir perform throughout the school year.

Technologies

Computer skills are taught and software programmes are linked with the curriculum throughout the school. The school has a range of Computer hardware and all classes can access the internet. Interactive Smartboards are in use in all classrooms across the school. We also use Twitter as a way of sharing our learning and improving communication with parents and others across the community. We have a cooking Kitchen and food technology programmes are being utilised.

R.E. & Moral Education

Three religions are studied in school: Christianity, Islam and Judaism. We also cover Personal & Social Development through class discussion to encourage positive attitudes. Children are encouraged to develop self-esteem, confidence, resilience and an awareness of other's needs. Values are examined in the life and work of the school and through assemblies.

Modern Languages

We teach French in all classes across the school, P1 - P7.

In Allanton Primary School, we provide opportunities for pupils to develop skills for learning, life and work, helping young people develop into successful learners, confident individuals, responsible citizens and effective contributors.

PUPIL VOICE

PUPIL COUNCIL

Allanton Primary has an active Pupil Council. Their fellow classmates elect children onto the Council. Elections take place annually. The Pupil Council has a very important role to play in the life of the school. Miss McFaite chairs monthly meetings and monthly drop-in surgeries at which a variety of issues are discussed, issues such as school uniform, playground improvement, school resources, fund raising, car parking, school meals/snacks etc. The Pupil Council links closely with the Eco, Fairtrade, Health and Rights Respecting Schools Committees to support new initiatives and developments. We use How Good is OUR School to support learner participation in self-evaluation and school improvement.

ECO COMMITTEE



Allanton Primary is an Eco School. We are actively involved in promoting environmental awareness within both the school and the wider community. We encourage recycling and each year focus on new initiatives to support our status. We have once again achieved our green flag status.

Homework Policy

Rationale

We recognise that children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see homework as an important way of establishing a successful dialogue between teachers and parents.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development.

While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children.

The home is a highly effective learning environment. Learning out of school should complement, strengthen and support the process of learning within the school. Homework set by the school should give parents the opportunity to gain insight into some of the child's work in school. It must, however, be appreciated that all of the learning experiences and activities of the 5 hour school day cannot be replicated within the context of homework.

It is important that parents take an active interest in their child's homework and provide time and a suitable place for this activity. It is also important to value this work as worthwhile and to offer encouragement at all times. Full use should be made of the homework diary to record praise for your child's work and to communicate with the teacher in a joint effort on your child's behalf.

A parent or carer should sign all homework.

The school recognises that there are several purposes of homework. Among these are:

- Allowing practice and consolidation of class work
- Training for pupils in planning and organising time
- Developing good habits and self-discipline
- Encouraging ownership and responsibility for learning
- Providing information to parents
- Creating channels for home/school dialogue

General guide to homework tasks -

Below is an outline of the type of tasks you might expect your child to undertake in the course of their primary school career.

Phonics - At the early stages, children will have phonics work to complete. This will be tasks relating to the sounds they are learning in school. Children will continue to work on phonics until they show a clear understanding of letter sounds and are able to blend them to create new sounds and words.

Spelling - Once children are able to work with individual letter sounds and blend them to make other sounds they will progress to spelling exercises. Children are asked to complete spelling work using the look, say, cover, write and check method.

If your child makes a mistake with their look, say, cover, write and check words you should draw their attention to the error and encourage them to correct it.

Maths - Please help your child with this work by drawing their attention to any errors and encouraging them to try again.

Reading - Even when your child has become an independent reader, it is still extremely important to read to, and talk with your child about what they are reading, asking them questions and encouraging them to ask questions about the text and its meaning. They should be encouraged to read with expression and develop a sense of reading to an audience.

Challenges/IDL - these will be set from time to time, approximately once a term and may be of a cross curricular nature. Children at all stages will be set homework challenges. Children will be given clear guidance from their teacher about the task.

Time and Frequency Guidance

Early Level 10- 15 minutes

First Level 10-20 minutes

Second Level 15-30 minutes

Homework will be issued daily on a **Monday, Tuesday and Wednesday**.

Children can hand in completed homework on either Thursday or Friday.

Policy developed in consultation with parents, pupils, parent council and staff (October 2017)

SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

Religious Education is provided by a series of lessons based on national guidelines. Our programme tries to contribute to the curriculum by helping pupils towards a set of values and attitudes. The Religious Education programmes, as other aspects of the school ethos, fosters attitudes of tolerance and respect for other people's opinions and beliefs.

The school programme involves pupils in the study of aspects of mainly Christianity, but also includes Islam and Judaism.

Assemblies take place on a regular basis. They contribute to the whole school ethos and provide opportunities for the whole school to come together as a community.



Church services take place at least twice per session. These services are linked to Christmas and Easter. Parents and friends are most welcome to join us in these services. Parents have the right to withdraw their children from Religious Education and from Religious Observance. If a parent wishes to do so, they should contact the Head Teacher who will make the necessary arrangements.

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

ADDITIONAL SUPPORT NEEDS

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

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

Children are taught in groups and all work provided for them is appropriate to their ability. At times pupils may show specific learning difficulties. It is important to remember that almost all pupils will experience some difficulty in the course of the school career. However, where pupils show specific difficulties it will be necessary to carry out some

diagnostic testing to assist in planning future work for the pupil. Sometimes this will be done by the class teacher or, in some cases, the learning support teacher will be asked to assess a child's difficulty to ensure the pupil is given a programme of work, which meets the child's individual needs.

The school may also seek advice and guidance from Psychological Services but parents are always advised if a referral is necessary.

'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.

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 agencies 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 action needs 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/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve and independent of the Education Authority.

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

The Additional Support Needs Tribunal has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree

with any 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.

Staged intervention is a process used in school to identify, assess and support learning needs.

The intervention is detailed below:

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

Level 2 - Internal support, where education staff identify that a child or young person needs support or planning from within the school or early years establishment.

Level 3 - External support where education staff identify that the child or young person requires support or planning from beyond the school or early years establishment but within education.

Level 4 - External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from other agencies out with education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

HOME / SCHOOL LINKS

Your support, encouragement and involvement are essential for the continued success of Allanton Primary. Every effort is made in our school to ensure good lines of communication. Our school has an open door policy, which means that parents are welcome in school.

Instant access by parents to see the Head Teacher without prior appointment may not be possible. Parents are respectfully asked not to go directly to your child's teacher since this may disrupt the work of the class. Parents should speak to the Head Teacher who will be happy to respond to your enquiry or concern by finding an appropriate solution.

Do not hesitate to contact the school with any concern. The Head Teacher can only help if she knows there is a problem - we are all here to help! If the Head Teacher is unavailable, the Principal Teacher may be able to help.

Parent interviews are held in school twice a year. Staff and parents regard these consultations as an important part of the pupils' progress and highlights the partnership, which exists between home and school. Details of interviews or parents meetings are sent out in advance at the beginning of each session and in our regular newsletters, with more detailed information following nearer to the dates.

We have a group of parent helpers. Parents can assist the school in a variety of ways, no particular expertise is necessary but you can be assured of a warm welcome. Can you help? We are always looking for more parents to join our team. Please contact the school office staff who can advise you of the process, which would enable you to do this.

There is also an active 'Parent Council and Friends of Allanton' group, which all parents are welcome to join. They meet approximately every 6 weeks and discuss ways in which they can raise funds for the school.

From January to June, children enrolled for the new session in August are invited to school. The children have the opportunity to familiarise themselves with the school environment and get to know the staff and other pupils in a friendly and informal

atmosphere. The Head Teacher spends time talking to parents about the school curriculum and, in fact, all aspects of Allanton School.

It is hoped that this is a continuation of a partnership between parents, children and school, which was formed in our Nursery Class and will grow and develop over the years, based on mutual trust and respect.

ATTENDANCE AT SCHOOL

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

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

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

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

The Head Teacher has a legal obligation to register pupils daily. If your child is absent, from school please telephone the school giving the reason and send a note with the child on his/her return. Absence can also be reported on the Parent Portal web-site.

If no contact is made by 9.30 am, the school will attempt to contact the parent/emergency contacts to ensure your child is safe. If all attempts to locate the child have been exhausted, the police will be contacted.

(a) Family Holidays During Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/ Guardians should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

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

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

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term

- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

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

(b) Extended Leave with parental Consent

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday.

Leave in such circumstances will be authorised under circumstances such as:

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

(c) 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.

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.

Community Links

The school is willing to devote time and energy to community projects. We aim to provide a school in which our community can take a pride. Our links with the local church enable us to maintain community involvement.

The school continues to look for appropriate projects in the wider community because we feel local residents; businesses and organisations have much to contribute to the preparation of young people for life beyond school.

We actively encourage visitors from the wider community into the school to give pupils' an insight into the world of work.

The school has a semi-rural setting and we feel it is important that we establish links with other schools. An important link with other primary schools is through sports activities that have a central role in promoting healthy attitudes towards participation, competition, winning and losing, fair play and acceptance of decisions made by others.

EXTRA CURRICULAR ACTIVITIES

Out of school, activities are encouraged as a means of further enriching the life of the school. Activities on offer depend on the expertise and availability of staff. Over the last few years, we have offered Football, Music, Reading, Photography, Balance Bikes, History, Homework, Gardening, Choir and a range of other sports and general fitness activities.

This session pupils have enjoyed Football, Basketball, Dance, Lego and games after school clubs.

Pupils in P7 also have the opportunity of a residential experience. Children are able to try many activities that may not always be possible in their own environment e.g. orienteering, hill walking etc. It is also another way of developing both social and personal skills. Pupils and staff are able to get to know and understand each other better in the relaxed atmosphere of the centre.



PROMOTING POSITIVE BEHAVIOUR

Rewards are more important than punishments in our behaviour policy. We believe that good behaviour should be recognised and rewarded. The staff at Allanton Primary School have agreed to:

- Recognise and highlight good behaviour as it occurs
- Ensure that children are praised for behaving well.
- Explain, and importantly demonstrate, the behaviour we wish to see.
- Encourage children to be responsible for their own good behaviour.
- Reward individual children and groups for behaving well.
- Let parents and carers know about their children's good behaviour.

Allanton Primary School Rules

1. Be Polite
2. Keep hands, feet and objects to yourself
3. Do as you are asked
4. Follow your class charter rules

We follow a Green, Amber, Red system to encourage good behaviour and a positive attitude within the school.



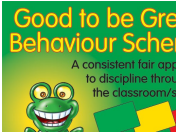
- Green = Following the rules and showing considerate behaviour.
- When a child makes an inappropriate behaviour choice, they will be given a verbal warning.
- Amber = has broken the school or classroom rules on more than one occasion after receiving a verbal warning. This results in the loss of 5 minutes from Golden Time.
- Red = Persistent rule breaking, non-cooperative attitude with repeated warnings. Red can also be given for actions of aggression against others.

Being on red results in the loss of some time from Golden Time.

Children can also be given the option to move to a "chill out zone" for a reflection or calming down time. A letter will be sent home by a member of the Senior Management Team if a child receives two consecutive reds.

Children will record their behaviour colour in their homework diary or on a weekly sheet to allow parents to be informed of and involved in their child's behaviour.

Golden Time is weekly, usually on a Friday afternoon. The children who stay in Green will participate in a range of activities including art, games, sports, computers, cooking and DVD. The activities may change throughout the year with pupils being consulted in and deciding on the range of activities on offer.



This system will reward those children who constantly follow the rules and show a positive attitude to their work. We hope that you will support and encourage your child to stay on green.

Anti bullying

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Any form of bullying is unacceptable and will be dealt with immediately and recorded.

PLAYGROUND SUPERVISION

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

All children therefore have instant access to a supervisor or janitor for help during lunchtime or at intervals. Any injuries incurred in the playground are treated and logged in our accident book. More serious injuries requiring medical attention are noted as before and reported to the local authority.

SCHOOL UNIFORM

All North Lanarkshire schools must have a dress code, which encourages pupils to dress in a way that is appropriate to attendance at school.



This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code, the parents, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially, encourage faction [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
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco
- could be used to inflict injury to other pupils or to be used by others to do so.

Parents/carers in receipt of a clothing grant 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 Education and Families. Information and application forms may be obtained from any school or First Stop Shop. 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 £625 per month), housing benefit, council tax reduction.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code 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.

We are very grateful for the smart appearance of our children and this is due to superb parental support. The children are proud to be identified as an Allanton Primary pupil by wearing their uniform.

The school uniform consists of:

- Royal blue sweatshirt and cardigan
- Red polo shirt
- Black or grey school skirt or trousers

In the summer months, children can wear self-coloured shorts. Girls may wear blue and white gingham summer dresses. As a school, we actively discourage the wearing of sports trousers with stripes down each leg, jeans and jogging pants.

School sweatshirts and polo shirts can be purchased from The Uniform Shop, 288-304 Main Street, Wishaw.

The Nursery also has an optional red polo shirt and royal blue sweatshirt with its own embroidered badge. The shop will embroider your child's name onto the uniform.

Since all school uniform items appear identical, it would be helpful if your child's clothing could be named to aid identification.

MEALS & CLOTHING GRANT



School meals are provided daily and served from the dining facility in school. Pupils who bring packed lunches are accommodated in the school hall. If a child requires a special diet because of a medical condition, e.g. coeliac

disease, diabetes, food allergy or intolerance, a medically prescribed diet form must be completed by the child's Registered Dietician or GP. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's Facility Support 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 the Head Teacher and school Facility Support Service to ensure appropriate food provision. When a child moves school, FSS will need to be informed as soon as possible.

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

All P1 to P5 pupils qualify for a free meal and free milk from January 2022. Pupils in P6 and P7 who also qualify for a free school meal are entitled to free milk.

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 and Support Allowance (income related), Universal Credit, Housing Benefit, Council Tax Rebate.

All eligible two year olds and all children aged from three to those no 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. All nursery children are entitled to free milk.

TRANSPORT

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Education and Youth Employment. 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.

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.

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

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

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

A minibus is responsible for transporting pupils from Hartwood and Mill Road area to school. Parents having trouble with the transport arrangements should contact the Head Teacher or the Education Authority.

MEDICAL AND HEALTH CARE

A medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then again in their final year, by staff of Lanarkshire Health Board. Parents or the Head Teacher may request that children be referred to the Clinical Medical Officer for examination and advice.

Dental inspections are carried out on a routine basis and parents are offered any necessary treatment for their children, or they may choose instead to use the family dentist.



The school nurse will advise parents if further action is required. Parents are asked to inform the school of any particular medical requirement for their child. Parents whose children require medication during school hours must supply the Head Teacher with written instructions concerning the administration of such drugs.

Teachers are unable to administer drugs on the oral instruction of a pupil. A few children suffer from asthma and require some form of inhaler. It is generally recognised that such children require to have easy access to their medication and responsible asthmatic pupils will, with parental consent, be allowed to carry their medication at all times.

If a child becomes ill or has an accident during the school day, the occurrence is reported to the Head Teacher or, in her absence, the office staff. The child will be given first aid, or in more serious circumstances, medical assistance will be sought. As we have several children with nut allergies, **no nuts or nut products are allowed in school.**

When a child becomes ill or injured the school will take all reasonable steps to notify parents or the emergency contact so that appropriate arrangements can be made to support pupil and parent. It is of vital importance that our records are kept up to date. **Parents should update information on the Parent Portal website in the first instance or contact the school office.**

INFORMATION IN EMERGENCIES



We make every effort to maintain a full educational service, but in Emergencies 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 informed by using e-mail, text messages, 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.

In such emergencies, as in every other school situation, the welfare of both children and staff is the Head Teacher's prime concern. It is especially helpful if in the event of a severe weather forecast, children know exactly who to contact and where to go if the school closes especially if parents are working.

If weather conditions are very severe it is often advisable to telephone the school before your child sets out to get up to date information.

We always make every effort to provide a full service but it is always best to be prepared in the event of the unexpected emergency.

In the event of extended closure, children can work on tasks detailed in 'Winter Activities Timetable', supplied to all families.

THE PARENT FORUM

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

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

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

The Parent Council

The 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, 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.

The Parent Council was established during 2009/2010 session. Current members are:

Mr Shearer (Chairperson)

Mrs Ford (Secretary)

Mrs McClure (Treasurer)

Mrs Brown

Ms McLuckie

Mrs Hanlon



Mrs Hutchison
Miss McLellan
Ms Kaczmarek

Miss Wilson
Mrs Pettigrew
Ms Roberts

The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

PLACING REQUESTS

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

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

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



TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils normally transfer between the ages of $11\frac{1}{2}$ and $12\frac{1}{2}$, 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 local secondary school to which pupils normally transfer is:

Calderhead High School
Dyfrig Street
Shotts ML7 4DH

Telephone: 01501 826701

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

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

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

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in 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 uses the national IT system, SEEMiS, to store personal information electronically.

We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

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

How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school

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

Who do we share information with?

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

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

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

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

How long do we keep your information for?

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

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

Your rights under GDPR

You can:

- Request access to your information - you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information - we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing - this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer - you can request the transfer of your information to another party.
- Deletion of your information - you have the right to ask us to delete personal information about you, your child or young person where:

- you think that we no longer need to hold the information for the purposes for which it was originally obtained
- you have a genuine objection to our use of personal information
- or, use of personal information is contrary to law or our legal obligations.

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



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

| The Information Commissioner | |
|--|--|
| You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law). | |
| Information Commissioner's Office, | |
| 45 Melville Street, | |
| Edinburgh, EH3 7HL | |
| or by e-mail to | |
| casework@ico.org.uk | |

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

Why do we need your data?

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

Accurate and up-to-date data allows SGEP, education authorities and schools to:

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

Your GDPR rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data.

This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis.

In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

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

Any Concerns

If you have any concerns about the ScotXed data collections you can email

school.stats@scotland.gsi.gov.uk or write to:

The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

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

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: Isobel Cook (01501 826703)

Adult Protection

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society.

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

Adult Protection Co-ordinator is: Miss Sheena McFaite (10501 826703)

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

On occasion, events in school may receive coverage from the local or national press resulting in photographs/video footage of children appearing in newspapers, leaflets and/or school/authority documents/school website/blog.

Parents/carers who would not wish their child to be included should write to the Head Teacher to make this known.

Such requests should be sent to Freedom of Information and Records Management Officer.

SUPERVISION IN NON-CLASS TIME



In the interests of safety, it would be helpful if children bring indoor footwear to wear in class on wet and snowy days. On wet mornings, children will be allowed into school from 8.45 am onwards, when there will be adequate supervision.

Parents are respectfully asked not to allow their children to arrive earlier than 8.45 am, as we are unable to accommodate them safely inside the school.

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

During wet intervals, pupils remain in their classroom. Children are supervised by the Management Team, Classroom Assistant and Janitor. Senior children help to monitor classes.

If the weather is inclement during lunchtime, children having school lunches or packed lunches remain indoors where they are supervised as outlined above.

OUT OF SCHOOL VISITS

It is likely that children will take part in an educational visit during the school session. No pupil will be taken on an outing without the written permission of the parent/guardian. Permission slips will be issued to parents at the start of the school year. These should be signed and returned to school to record parental approval or otherwise. Before each outing, parents will be given full details of the visit and any special footwear or clothing required.

Parents should express their wishes for their child **not** to attend by putting it in writing or by e-mailing the school at enquiries-at-allanton@northlan.org.uk

Occasionally visits in the Allanton area are undertaken spontaneously. These visits/walks are in connection with the work undertaken in class and prior notice may not always be possible since the study out with the class depends on the right weather conditions. Examples of such an outing includes visits to the church or post office.

Permission for school outings will have been sought from the Head Teacher and responsibility for the safety of the children will be with the class teacher. The permission slip signed by parents at the start of the school year *covers these outings*.

COMPLAINTS PROCEDURE

If you have a concern please do not hesitate to raise this with the Staff or Head Teacher. Your concern will be investigated and you will be informed of the action (if any) that is to be taken in at least 5 days but no longer than 28 days. If you are unhappy with action taken by the school you may complain to NLC. (Details can be found on NLC Web-site)

USEFUL ADDRESSES AND TELEPHONE NUMBERS

Councillors for the school:

Mr K Stevenson/Mr McCulloch

Mr John Jo Leckie/Mrs Margaret Hughes

Members Services

Civic Centre Motherwell

Tel: 01698 302222

Chief Executive Area Office

Education and Families

PO Box 14

Civic Centre MOTHERWELL

Tel: 01698 302222

Jacqueline Burton
Education Manager
NLC Education and Families
Civic Centre
Motherwell

Tel: 01236 812855

Contacts in relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from:
Gillian Platt plattg@northlan.gov.uk

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,

Tel No: 0345 123 2303

Children in Scotland

Rosebery House

9 Haymarket Terrace, Edinburgh EH12 5EZ

[Email :info@enquire.org.uk](mailto:info@enquire.org.uk)

[Website :www.enquire.org.uk](http://www.enquire.org.uk) for parents/carers and practitioners

[Website :www.enquire.org.uk](http://www.enquire.org.uk) for children and young people

Children in Scotland – Resolve Mediation

0131 313 8844

Email: resolve@childreninScotland.org.uk

Independent Adjudication

Scottish Government, Directorate for Learning

Support and Wellbeing Unit

Area 2c North

Victoria Quay

Edinburgh EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk

NHS Lanarkshire

Wishaw Health Centre

01698 355511

Social Work

Wishaw/Shotts

01698 348200

COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES

Wishaw/Shotts CLD Locality Office

Calderhead High School

Dyfrig Street

Shotts

ML7 4DH

Tel: 01698 274343

CLD-Wishaw@northlan.gov.uk

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 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.

