

*Balmalloch Primary School & Nursery Class  
Handbook - Session 2026-2027*



ACE School of  
CHARACTER





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## WELCOME TO BALMALLOCH PRIMARY & NURSERY CLASS

Dear Parent/Carer,

I would like to welcome you and your child to Balmalloch Primary School and hope we have many fulfilling years ahead together. This handbook contains a range of information that you might find helpful. Throughout your child's stay with us, it is our wish that your child is happy and successful.

As a Scottish School of Character and a Rights Respecting School, our values and children's rights are at the heart of everything we do. We seek to build on the work of your child's Nursery Class, fostering a positive attitude to work, progress, self, others and the environment. It is important to us to develop the 'whole child', focusing not only on the academic and aesthetic development of all our pupils, but also on their personal and social development. Our children are always encouraged to have belief in themselves to enable them to achieve their goals in an environment which promotes enthusiasm to learn. We hope to work in partnership with you in the important task of developing your child to his/her fullest potential, preparing him/her for the challenges and opportunities they face in the future. Many activities are organised throughout the school year, so we look forward to welcoming you to the school and meeting you on as many of these occasions as you can manage.

Please be assured that no worry concerning your child is too small or unimportant to share with us; please do not hesitate to contact the school or check the school website - Glow Blogs - and our Parent Council if you need more information at any time. I hope that this handbook gives you a glimpse of life at Balmalloch Primary School. We look forward to having you and your child work with us and hope that this will be the start of a strong partnership.

Kind Regards,

Ruth McCarthy - Head Teacher



## **LEADERSHIP AND MANAGEMENT TEAM**

Each member of the Leadership and Management Team has responsibility for specific year groups across the school and nursery to ensure consistency of approach. If you require an appointment with a member of the Leadership and Management Team on Parents' Evening, or at an alternative time during the school year, to discuss your child's education, please contact the school office to make an appointment:

Nursery:	Miss Denise Kelso (Principal Lead) Miss Ruth McCarthy (Head Teacher)
P1 - P2/3:	Mrs. Lorraine Meechan (Depute Head Teacher)
P3 - P5:	Mrs. Rachel Murphy (Acting Principal Teacher)
P5/6 - P7:	Mr. John Paterson (Principal Teacher)

## **SLT SHARED RESPONSIBILITIES**

In addition to the specific remits for each member of the senior leadership team the following have been identified as being a shared responsibility:

- Development of Annual Improvement plan/Annual Improvement Report.
- Promote school values and children's rights
- Develop teamwork within the school by co-operating with colleagues and leading by example.
- Social and Fundraising Events
- Formulation and implementation of school policies in partnership.
- Structure and balance of the curriculum
- Curriculum for Excellence curricular programmes across learning
- Whole school discipline and ethos
- Staffing: Appointment and deployment of all staff



## HEAD TEACHER REMIT

**Head Teacher: Ruth McCarthy**



Overall responsibility for the leadership and management of the school, nursery and its curriculum.

- Overview of all stages and co-ordination of SLT.
- Raising Achievement and attainment for All
- Strategic lead - LTA.
- Self-Evaluation
- Child Protection co-ordinator and overview of GIRFEC.
- Supporting Learning: Overview Mainstream and Nursery with DHT
- Strategic lead of Improvement Planning: Annual Improvement Plan, Annual Improvement Report, PEF Plan and Action Plans
- HWB Co-ordinator
- CREST process for ELC - P1.
- Tracking and monitoring of pupil wider achievements
- Professional review and Development of staff (P4 - P7 and Nursery).
- SIPs Pupil Group - P7 Leadership Team
- Coordinator for student teachers
- Coordinator for Probationers
- Strategic lead - Data.
- ELC Lead.
- Tracking & Monitoring: Long & Medium-term plans, learning and Teaching, class work, pupil progress and through self- evaluation
- Management of resources: DSM Budget, School Building, School fund, Nursery fund
- Health and safety, School security
- Liaison: Associated Pre 5, Primary and Secondary establishments/Psychological service/Visiting Services/Social Services and Partnership Agencies
- Communication: Newsletters, HT Message and School Handbook
- Challenge Attainment
- All other management issues.



## DEPUTE HEAD TEACHER REMIT

**Depute Head Teacher: Lorraine Meechan**



- Day to day management of P1, P1/2, P2 and P2/3
- Tracking and Monitoring of Attainment - P1, P1/2, P2 and P2/3
- Tracking and Monitoring overview of attainment of Literacy P1-P7
- Learning and Teaching focus on P1, P1/2, P2 and P2/3
- Tracking and Monitoring of literacy across the school: long and medium plans, learning and teaching, class work, pupil progress and through self-evaluation.
- Support for Learning/Interventions/Staff roles P1-7
- Formulation and implementation of school policies in partnership with HT
- Leadership and Management and Professional Development of allocated staff (P1 - P3, Clerical and Learning Assistants).
- Improvement planning and reporting with Head Teacher
- Development and implementation of Action Plan linked to improvement priorities
- Plan and Lead in-service and speak to parent groups and staff as required
- Literacy Co-ordinator/Coach
- Play and Outdoor Learning Pedagogy Co-ordinator
- Display - Literacy/Outdoor Learning/Play Pedagogy/Pupil Voice Groups
- Lead parent workshops
- Pupil Voice groups; Sports Committee, ECO Committee, HWB and John Muir Committee
- Management of Resources: DSM Budget specific to literacy
- Work with a range of agencies to support assigned year groups (P1-3) and literacy P1-7
- Advisor to PTA
- Transition for P1 stage and ELC link including infant events. CREST process for P6 - S1.
- Responsible for deputising HT



## PRINCIPAL TEACHER REMIT

**Principal Teacher: John Paterson**



- Link SLT for P5/6, P6, P6/7 and P7
- Tracking and Monitoring of Attainment - P5/6, P6, P6/7 and P7
- Tracking and Monitoring overview of attainment of Numeracy and Maths - P1 - P7
- Learning, Teaching and Assessment focus P5/6, P6, P6/7 and P7
- Tracking and Monitoring of Numeracy and Maths across the school: long and medium plans, learning and teaching, class work, pupil progress and through self-evaluation. Leadership and Management of Professional Development of Numeracy and Maths.
- Planning, implementing interventions and tracking impact in Numeracy and Maths in collaboration with the Learning Support Co-ordinator
- Development and implementation of Action Plan linked improvement priorities
- School-based in-service/workshops and speak to parent groups and staff as required
- Senior stage transition link and senior events co-ordinator. Liaison with other establishments to support P7 transition to S1
- Pupil Voice groups; Digital Leaders, STEM Ambassadors and DYW & SE Committee
- Display - Numeracy and Maths/Pupil Voice Groups
- Management of resources: DSM Budget specific to Numeracy and Maths
- Work with a range of agencies to support assigned year groups (P5/6, P6, P6/7 and P7) and Numeracy and Maths (P1-7)
- Parent Council Link
- Tracking and Monitoring of Family Engagement and Involvement
- Probationer Mentor
- Student Mentor
- Transport Link



## **ACTING PRINCIPAL TEACHER REMIT**

**Acting Principal Teacher: Rachel Murphy**



- SLT link for P3, P4a, P4b and P5.
- Tracking and Monitoring of Attainment - P3, P4a, P4b and P5.
- Learning, Teaching and Assessment focus P3, P4a, P4b and P5.
- Tracking and Monitoring of LTA - Moderation
- Tracking and Monitoring of attainment of pupils in receipt of free school meals and/or in Quintile 1.
- To support staff with planning and interventions around children and young people in receipt of free meals and/or in Quintile 1.
- Planning, implementing interventions and tracking impact with a focus on Quintile 1.
- Poverty Proofing the school
- Formulation and implementation of school policies in partnership with HT and DHT
- Leadership and Management of Professional Development of Inclusion.
- Development and implementation of Action Plan linked improvement priorities
- Development and implementation of the PEF Plan
- School-based in-service/workshops and speak to parent groups and staff as required
- Pupil Voice groups; Fairtrade/Reading Schools/RRS
- Display - Inclusion and Pupil Voice Groups
- Management of resources: DSM Budget specific to LTA/Inclusion, ASN & PEF
- Work with a range of agencies to support assigned year groups (P3, P4a, P4b and P5) and PEF/Inclusion/ASN
- Timetabled supervision of nurture provision
- LTA Coach/Co-ordinator
- Inclusion/ASN Co-ordinator
- Seasons for Growth
- Probationer Mentor



## CAPTAIN, VICE-CAPTAINS AND PREFECTS



The **School Captain** is a role model for the whole school. The School Captain is known and respected by all members of the school community because of the contribution they make to the school. The School Captain plays an important role in organising and presenting important events. The School Captain will promote the school vision, values, aims and motto at all times.



The **School Vice-Captain** is a role model for the whole school. The School Vice-Captain is known and respected by all members of the school community because of the contribution they make to the school. The School Vice-Captain plays an important role in supporting the School Captain with the organisation and presentation of important events. School Vice-Captains will promote the school vision, values and motto at all times.



The role of a **Prefect** is to lead the student body of Balmalloch Primary School by demonstrating positive behaviours and acting as role models for all pupils. School prefects will promote the school vision, values, aims and motto at all times.



The role of the **Community Partnership Team** is to assist the Captain, Vice-Captains and Prefects in their role. They will demonstrate positive behaviours and act as role models for all pupils. The Community Pupil Partnership Team will promote the school vision, values, aims and motto at all times.



## OUR VISION, VALUES AND MOTTO

# A PLACE OF ENTHUSIASTIC LEARNING AND ACHIEVEMENT

### OUR VISION - A Place of Enthusiastic Learning and Achievement!

Our vision for Balmalloch Primary School and Nursery Class reflects a passionate commitment to learning and the recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents and the local community. We believe our approach will inspire learners to develop a growth mindset through our motto; Believe in Yourself, Achieve your Goals, creating a 'place of enthusiastic learning and achievement'.

responsi**B**ility

gr**A**atitude

**BELIEVE IN YOURSELF**

hu**M**ility and forgiveness

persever**A**nce

**L**ove

**ACHIEVE YOUR GOALS**

h**O**nesty and generosity

**C**ompassion and respe**C**t

friends**H**ip



## OUR AIMS

To enable all in our care to reach their maximum potential educationally, socially and emotionally in a safe, happy, secure and trusting environment.

To ensure that children are given the opportunities to become **successful learners** through effective learning and teaching based upon clear aims, policies and through a structured learning programme which offers both challenge and support.

To encourage all children to develop an appreciation of self-worth, respect for themselves and others in an environment where success is celebrated and promoted thus encouraging all children to become **confident individuals**.

To strive to create and maintain a positive partnership between parents and the whole school community where each plays a vital role in the development of our children's moral and social values in order that they become **responsible citizens**.

To foster independence and the development of positive attitudes and self-discipline within an agreed code of conduct to ensure that all children feel accepted and valued encouraging them to be **effective contributors** within their environment and the wider community.

## SCHOOL ETHOS

At the heart of our school's identity is a commitment to a values-led and rights-based ethos, where the United Nations Convention on the Rights of the Child (UNCRC) serves as our foundational framework. We believe that when children understand their rights—to be heard, to be safe, and to learn—they develop a deeper sense of self-worth and a profound respect for the rights of others. This approach moves beyond a simple list of rules, instead fostering a culture of mutual respect and social responsibility that permeates the classroom, the playground, and the wider community. By placing these core principles at the centre of our daily life, we empower our students to become confident, empathetic citizens who lead with integrity and value the dignity of every individual.

## SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

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.



## SCHOOL INFORMATION

School Name	Balmalloch Primary and Nursery Class
Address	Kingsway Kilsyth North Lanarkshire G65 9UJ
Telephone	01236 632058
E-mail	
Head Teacher:	nlmccarthy@northlan.org.uk
School Office:	enquiries-at-balmalloch@northlan.org.uk
School Transport	enquiries-at-balmalloch@northlan.org.uk
First Aider - Mrs Connelly (P1-3):	nlconnellyk@northlan.org.uk
First Aider - Mrs Hourigan (P4-7):	nlhouriganh@northlan.org.uk
First Aider - Denise Kelso (Nursery):	nlkelsod1@northlan.org.uk
First Aider - Gayle Fowler (Nursery):	nlfowlerg@northlan.org.uk
Website Glow Blogs	<a href="https://blogs.glowscotland.org.uk/nl/balmalloch">https://blogs.glowscotland.org.uk/nl/balmalloch</a>
Present roll	317
Planning Capacity	425

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 classes are organised. Balmalloch Primary and Nursery class is a non-denominational establishment. It does not provide Gaelic-medium education.

Currently there are 12 classes in the school from P1 to P7, including composite classes. Pupils may be placed in two-stage composite classes (P1/2, P2/3, P3/4, P4/5, P5/6 or P6/7) based on working groups mainly in Literacy and in Numeracy. The policy on composite classes can be found on the North Lanarkshire website.

Current school roll at each stage:

P1	40	P4	43	P7	48
P2	54	P5	50		
P3	34	P6	48		



## COMMUNITY FACILITIES

Various organisations have made use of the school facilities in the evenings and applications for the use of the school accommodation and or kitchen should be made in writing to:

Name	Coatbridge Community Centre
Address	9 Old Monkland Road Coatbridge
Telephone	Community Centres: 01236 632777 Schools & Hubs: 01236 632778
E-mail	Community Centres: <a href="mailto:communitycentres@northlan.gov.uk">communitycentres@northlan.gov.uk</a> Schools & Hubs: <a href="mailto:school&amp;facilitybookings@northlan.gov.uk">school&amp;facilitybookings@northlan.gov.uk</a>

## THE SCHOOL DAY

School opens:	9.00am
Interval:	10.30-10.45
Lunch:	12.15-1.00pm
School closes:	3.00pm

There are not currently any Out of School Care facilities in the local area.

## THE NURSERY DAY

Our nursery offers a Term Time placement for your child, detailed below:

- Term Time - 38 weeks - Monday to Friday, 9am - 3pm

1,140 hours are available to all children aged three to five years old, as well as some two-year-olds. The focus is on flexibility for families, as well as an emphasis on quality and a strong connection with outdoor learning and learning through play.



Forest Kindergarten Sessions



Play on Pedals Programme



## SCHOOL TEACHING STAFF - 25/26










Head Teacher	Miss R McCarthy
Depute Head Teacher	Mrs L Meechan
Principal Teacher	Mr J Paterson
Acting Principal Teacher	Mrs R Murphy
Primary 1	Mrs C Da-Maia
Primary 2/1	Mrs L Emslie (3 Days) & Miss C McNeill (3 Days)
Primary 2	Miss H McDonnell
Primary 2/3	Miss H Luxton
Primary 3	Miss M McFadden (Probationer)
Primary 4a	Mrs A Hutchinson (3 Days) & Mrs K Patrick (3 Days)
Primary 4b	Miss D Wright
Primary 5	Mrs L Vernet
Primary 5/6	Mr B Clark & Miss A Martin (3 Days)
Primary 6	Miss T Allan (3 Days) & Miss K Brownlie (Probationer)
Primary 7/6	Miss J Carline
Primary 7	Miss A Bryden
NCCT	Mr B Clark & Mrs E Duff
Attainment Teacher	Mr Ross Cheyne (3 days)

15.9 FTE

Chanter	Mr Darren Sommerville
Saxophone Tutor	Mrs Mary James
Brass Tutor	Mr Grant Golding
Kodaly	Mrs Heather Ewart
Active Schools Primary Co-ordinator	Mrs Julie Brennan



**NURSERY STAFF**

	
<p>Denise Kelso Early Learning and Childcare Principal Lead</p>	
	
<p>Gayle Fowler Early Learning and Childcare Lead Practitioner</p>	<p>Heather Ross Early Learning and Childcare Practitioner</p>
	
<p>Ellie Scanlon Early Learning and Childcare Keyworker</p>	<p>Nicole Campbell Early Learning and Childcare Keyworker</p>
	
<p>Hayley Cadden Early Learning and Childcare Keyworker</p>	<p>Fiona McBride Early Learning and Childcare Support Worker</p>
	
<p>Katie O'Hare Early Learning and Childcare Support Worker</p>	<p>Megan Lamb Early Learning and Childcare Support Worker</p>



**SCHOOL STAFF**

 <p>Miss J Carlin              Mrs K Connelly (First Aider)              Mrs H Hourigan (First Aider)              Mrs C Smith</p>	<p>Senior Clerical Assistant:                  Mrs M Mitchell (Mon)                  Mrs S Mitchell (Tue-Fri)</p> <p>Clerical Assistant:                  Mrs M Mitchell (Tue-Fri)                  Mrs A Agba</p>
<p>Learning Assistants</p>	<p>Office Staff</p>
 <p>Mr. A Thomson</p>	 <p>Mrs. M Hamilton              Mrs F McBride</p>
<p>Facilities Support Officer</p>	<p>Breakfast Club Assistants</p>
<p>Catering Supervisor:                  Miss CL Montgomery</p> <p>Catering Assistants:                  Miss K Agnew                  Mrs M Carr                  Mrs J McCarrroll                  Mrs D McGilly                  Mrs L Egan                  Mrs L Colston</p> <p>Dining Hall Assistant:                  Mrs A Agba</p>	<p>Cleaning Supervisor:                  Miss M Mellon</p> <p>Cleaners:                  Mrs J McCarrroll                  Ms. H Thomson</p>
<p>Catering Staff</p>	<p>Cleaning Staff</p>



## SCHOOL HOLIDAYS 2026/2027

<b>FIRST TERM</b>	Monday 10 <sup>th</sup> August 2026 (In-Service)	<b>PLEASE NOTE:</b> Staff Return
	Tuesday 11 <sup>th</sup> August 2026 (In-Service)	<b>PLEASE NOTE:</b> Staff Only
	Wednesday 12 <sup>th</sup> August 2026	Pupils Return
<i>September Weekend</i>	Friday 25 <sup>th</sup> September & Monday 28 <sup>th</sup> September 2026	School Closed
<i>October Week</i>	Monday 12 <sup>th</sup> to Friday 16 <sup>th</sup> October 2026	<b>PLEASE NOTE:</b> <b>School closes at 3pm on 10.10.25</b>
<b>SECOND TERM</b>	Monday 19 <sup>th</sup> October 2026	Staff and Pupils Return
	Monday 16 <sup>th</sup> November 2026 (In-Service)	<b>PLEASE NOTE:</b> Staff Only
<i>Christmas</i>	Monday 21 <sup>st</sup> December 2026 to Monday 4 <sup>th</sup> January 2027 (Inclusive)	<b>PLEASE NOTE:</b> <b>School closes at 2.30pm on 18.12.26</b>
<b>THIRD TERM</b>	Tuesday 5 <sup>th</sup> January 2027	Staff and Pupils Return
<i>Mid Term</i>	Monday 15 <sup>th</sup> & Tuesday 16 <sup>th</sup> February 2027	School Closed
	Wednesday 17 <sup>th</sup> February 2027 (In-Service)	<b>PLEASE NOTE:</b> Staff Only
	Thursday 18 <sup>th</sup> February 2027	Pupils Return
<i>Easter</i>	Friday 26 <sup>th</sup> March 2027	School Closed
	Monday 29 <sup>th</sup> March 2027	School Closed
<i>Spring Break</i>	Monday 5 <sup>th</sup> April to Fri 16 <sup>th</sup> April 2027 (Inclusive)	<b>PLEASE NOTE:</b> <b>School closes at 2.30pm on 02.04.27</b>
<b>FOURTH TERM</b>	Monday 19 <sup>th</sup> April 2027	Staff and Pupils Return
<i>May Day</i>	Monday 3 <sup>rd</sup> May 2027	School Closed
<i>Elections</i>	Thursday 6 <sup>th</sup> May 2027 (In-Service)	<b>PLEASE NOTE:</b> Staff Only
<i>May Weekend</i>	Friday 28 <sup>th</sup> May & Monday 31 <sup>st</sup> May 2027	School Closed
<i>Summer</i>	Friday 25 <sup>th</sup> June 2027	<b>PLEASE NOTE</b> <b>School Closes at 1pm on 25.06.27</b>



## 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 informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the NLC website and social media.

In the event of the school being closed in an emergency, every precaution will be taken to ensure the safety of children. It is vital that children are aware of the person who is designated as their emergency contact. Please use Parent's Portal or keep the **school office** informed of any changes to telephone numbers, emails and emergency contacts.

## SUPERVISION OF THE PLAYGROUND

An adult presence is provided in playgrounds at **break time** in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990 act. This supervision is undertaken by our Learning Assistants and members of Senior Leadership & Management Team. **Please note supervision is not provided in the playground before 9am.**

**Interval - 10.30-10.45am**

**Lunch Break - 12:15 - 1:00pm**



During wet playtimes children will be kept indoors and supervised by the Learning Assistants. Older pupils, including the Captain, Vice-Captain and Prefects, will also adopt distributed leadership roles, monitoring younger stages.

The dining hall supervisor has the responsibility for organisation and supervision of the dining hall from 12 noon to 1.15pm.



## **SCHOOL SECURITY**

Parents are asked to note that all doors to the school are locked immediately after the children enter the school in the morning and after each break. Any latecomers or visitors to the school must arrive at the main door of the school, which is operated by a buzzer door release system. **All visitors to the school must, immediately on entry to the school, report to the school office and sign the Visitors' Book.** This will indicate the arrival/departure times of visitors and record that they have read important Fire Safety procedures. No parent/carer or visitor is allowed direct access to the classrooms, unless authorised by a member of the Senior Leadership and Management Team.

## **ARRANGEMENTS FOR ENROLMENT**

### **Registration of Infant Beginners**

This takes place in January of each year for those children who are due to start formal primary education the following August. Official dates are normally notified to parents in the local press and in notices around the local community.

### **Enrolment procedures**

Parents wishing to enrol their child at Balmalloch Primary are encouraged to visit the school prior to formal enrolment. A mutually convenient time can be arranged with either the HT or DHT by contacting the school office.

### **Placing requests**

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

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

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

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

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

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

Parents/carers and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including



partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The act also enables parents/carers and young people to make a placing request to attend a school/establishment belonging to another authority.

Information regarding enrolling children at Balmalloch who live out with the recognised catchment area can be obtained from the Balmalloch Primary School office or the office in the school whose area the child lives.

### **Induction Programme for P1 pupils**

A comprehensive induction programme has been devised and established. Parents have the opportunity to meet with the HT and DHT at a meeting in June and the children visit their new classes on several occasions throughout the session in their pre-school year.

**All Primary 1 pupils will be required to attend full-time from the first day of the school session in August.**

### **Collection Arrangements for Primary 1 Pupils**

A system is now in place for Primary 1 pupils for collection at the end of the school day to improve safety and security. As part of the induction programme, parents/carers will be asked to complete a 'collection form' indicating the adults who will collect their child at the end of each school day, starting in August. We understand that circumstances may change, so a password should also be provided which will be asked for by the class teacher or member of staff in charge before the child is released from school.

## **NLC TRANSPORT**

### **General**

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

Parents/carers who consider they are eligible 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.

Applications can be made online at the Council website [Free school transport | North Lanarkshire Council](#)



### **Pick-up points**

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

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

### **Placing Requests**

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

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

If your child is expected to go home on the school bus, the school must be advised of the days this will occur for safety and security reasons. A register will be made up by the school office and given to class teachers to display in their classrooms/bays. A register will also be displayed where the children line up to allow it to be checked if a child is unsure of their arrangements on a particular day.

Please support the school by completing the relevant documentation, as failure to do so could impact negatively on safety and security procedures to protect our children. Support staff have responsibility for children using NLC transport.

### **Nursery Class enrolment**

Enrolment can take place anytime although parents are encouraged to enrol their children after the adverts are placed in the press in November of each year. Places will be offered following a child's 3<sup>rd</sup> birthday

## **TRANSFER FROM PRIMARY TO SECONDARY SCHOOL**

Pupils normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the school arrangements no later than the December of the year preceding the date of transfer at the start of the new session. Normally pupils from Balmalloch Primary continue to: Kilsyth Academy, Balmalloch Road, Kilsyth Tel. no.: 01236 632157 Head Teacher: Mr R. Dempsey Smith.

We enjoy a good relationship with the staff of Kilsyth Academy and both ourselves and Kilsyth Academy aim to make the transition from primary to secondary a simple process for our pupils.



- Visits to Kilsyth Academy by our P7 pupils usually happen in May/June to meet staff and develop knowledge and understanding of routines and procedures on day 1, with days 2 and 3 encouraging pupils to follow a sample S1 timetable. There is an opportunity for families to meet staff from Kilsyth Academy during a Parent Information Evening on the last night of the visits.
- Usually throughout the year, Kilsyth Academy staff visit Balmalloch Primary, and our pupils enjoy meeting staff from a variety of departments.
- We have a comprehensive transition programme in place with events happening over the course of the Primary 7 year. Enhanced transition can also be arranged to support pupils, which can be discussed further with the Principal Teacher.



**'Training Time'**  
**Balmalloch P.S. Football Team**  
**at**  
**Kilsyth Academy's Sports**  
**Facility**

## **MEALS IN SCHOOL**

A cafeteria within the school provides school meals. 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 also be available for purchase in the school during the lunch period. For all other children, the cost of a primary school two-course lunch is now £3.40. All meals are served with milk or chilled water and two portions of vegetables and a portion of fruit daily. Pupils can also choose either soup, yoghurt, or home baking as indicated on the menu to accompany their meal. A vegetarian meal option is offered daily.

We operate a cashless band system within school; money can be added in school or online. All meals are ordered by the children in their classroom first thing in the morning. The NLC primary school menu can be viewed on the NLC website. If you have an iPay Impact account for your child, you can pre-order your meals for the week, helping your child to decide their choice before coming to school. Menus, however, are subject to change as a result of unforeseen circumstances.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal credit (with an income below £850 per month) are entitled to a meal without charge. Information and application forms for free school meals can be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk)



**BPS 'Catering Staff'**

### **Special Diet Procedures**

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form 1a must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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, Depute Head Teacher and/or Principal Teacher and school catering service, including the nutritionist, to ensure appropriate food provision. A form will still need to be signed by a medical professional, including a Speech and Language Therapist. It is important that the Head Teacher is aware of any medically prescribed diets within the school and on occasion, parents/carers may be asked to attend a meeting. Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent, along with a letter stating the reason for the refusal and a new form will be issued. 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 transfer to high school or transfer to another school, FSS will need to be informed as soon as possible.

Special diets required for medical, ethical, religious or cultural reasons can be requested. In this case a form b should be completed and signed by the parent, then emailed to: [specialdiet@northlan.gov.uk](mailto:specialdiet@northlan.gov.uk).

### **Packed Lunches**

Children who bring a packed lunch to school are also usually accommodated in the dining-hall.

### **Home Lunches**

P1-3 pupils going home for lunch should be collected at the main door for safety and security reasons. P4-7 pupils can leave through their allocated cloakroom door when the bell rings.



## **Breakfast Club**

Balmalloch Primary School offer a supervised breakfast club from 8.15 -8.45am. Breakfast is provided free of charge for children in P1-5 and children in receipt of free school meals. It costs £1.05 for children in P6-7. The breakfast consists of cereal, toast, fruit juice or milk. To support our families, however, two children attending Breakfast Club from the same family would pay £1.55 in total and three children from the same family would pay £1.90. The Breakfast Club is supervised by Mrs Hamilton and Mrs McBride. It is essential that children attending Breakfast Club select from the items available and pay the daily charge if required.

A range of activities are also provided after breakfast to support the development of social skills. At 8.45am the children go into the playground joining their lines at 9am.

A Breakfast Club Application Form can be accessed on the school website. For Health and Safety reasons, the Breakfast Club Charter must be signed prior to children attending. Days should be selected by parents/carers to show which days children will attend to ensure maximum numbers are not exceeded.

## **SNACK & MEALS IN NURSERY**

Throughout the session free milk and a fruit or vegetable snack is available to every child. Children are encouraged to help pick and prepare snack within the nursery. Children participate in creating the nursery snack list for the week and will often visit local shops to buy the snack.



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.

Balmalloch Nursery accommodates children from 3 years.

When arriving at the nursery children will be able to choose from the main option or the vegetarian option. During the enrolment process parents/carers will be able to notify staff of any special dietary/allergy requirements.



## CLOTHING AND UNIFORM

### **Belonging and Family**

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/carers, 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 factions (e.g. football colours) could cause offence (e.g. anti-religious symbolism or political slogans)
- Could cause health and safety difficulties such as loose-fitting clothing, dangling earrings and other potentially dangerous jewellery
- Are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- Could cause damage to flooring
- Carry advertising in particular for alcohol or tobacco
- Could be used to inflict injury to 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 [Free school meals and clothing grants | North Lanarkshire Council](#)

Parents/carers/ are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (income below £850 per month), housing benefit and council tax reduction.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the Head Teacher's authority and be detrimental to the wellbeing of the whole school community. In such circumstances, a Head Teacher could justify the use of the school discipline procedure.

The council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/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 be negligent.



## BALMALLOCH NURSERY CLASS UNIFORM



Polo Shirt: Yellow  
Sweatshirt: Royal Blue

## BALMALLOCH PRIMARY SCHOOL UNIFORM

Shirt/blouse/polo shirt	White
Jersey/cardigan/sweatshirt	Red
Pinafore/skirt/trousers	Black
Tie	Navy/red stripe

Sweatshirts, Polo shirts and cardigans with the school logo can be purchased through Schooltrends:

[www.schooltrends.co.uk](http://www.schooltrends.co.uk)

Ties are available to purchase from the school office.



## P.E. UNIFORM

Polo Shirt	Red or White
Shorts/Jogging Trousers/Leggings	Black
Footwear	Trainers/Gym Shoes

Physical Education will take place both indoors and outdoors so suitable clothing **must be worn.**

No football colours are allowed.

For Health and Safety reasons the only jewellery allowed in school is a watch and small stud earrings, both of which must be removed for P.E.



**BPS 'PE Uniform'**

It would greatly assist the school if parents/carers could **NAME** their child's belongings, as all school uniform items look the same and children might also be wearing similar jackets/shoes etc.

### **SCHOOL DISCIPLINE**

Balmalloch Primary & Nursery Class is a Rights Respecting School which means that everyone puts the rights of the child at the heart of the school. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child).

Everyone in our school has the right:

- To feel safe, healthy and happy
- To be treated with respect, dignity and equality
- To learn or to teach, or to do their job.

Our Respectful Relationships and Behaviour Policy is designed to acknowledge and reward pupils' good work and behaviour that respects the rights of everyone. Praise and rewards are both important influences in

motivating pupils and building self-esteem.

Whilst emphasising behaviour that respects the rights of everyone, we also lay out sanctions. Children know and understand behaviour that respects the rights of everyone in our school and are encouraged to choose behaviour that will help everyone around them.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all relationships between pupils. All staff are encouraged to use praise and reinforcement of whole school and class charters to help pupils achieve their best work and respect the rights of everyone. Our policy comprises 4 parts: Procedures, Charters, Rewards and Sanctions. This policy is available to view on our school website.



## **POSITIVE RELATIONSHIPS AND ANTI-BULLYING POLICY**

The school promotes equality and diversity well through its work on anti-bullying. In line with 'Respect for All' advice, we have a free-standing anti-bullying policy which reflects the ethos of our positive behaviour policy. We have recently reviewed this policy and it is available to view on our school website.

The aims of our anti-bullying policy are:

1. To develop awareness that bullying is unacceptable.
2. To develop shared view of bullying.
3. To work in partnership with parents to minimise bullying.
4. To encourage a climate of openness and a listening culture.
5. To develop a range of strategies to deal with bullying.
6. To engender a sense of shared responsibility among pupils.

### **BALMALLOCH DOES NOT TOLERATE BULLYING**

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

## **EXTRA CURRICULAR ACTIVITIES**

Staff, coaches and senior high school students provide a range of after-school clubs for our pupils: football, netball, basketball, choir, drama, cycling, athletics, ICT, art/craft, drawing, badminton, outdoor games, bible club, dance, yoga and STEM (Science/Technology/Engineering and Maths).

We are always interested in hearing from anyone who has the knowledge, enthusiasm and time to offer in running a similar club at 3.00pm, although a PVG (Protecting Vulnerable Groups) is required.



## 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 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

### **Curriculum Areas and subjects**

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

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

### **The Senior Phase**

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment.

In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners - including pupils who might previously have become disengaged from education.

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



- designing the senior phase as a three-year experience rather than planning each year separately;
- delivering qualifications over different timescales in response to young people's needs and prior achievements;
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels;
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

### **Personal Support/Career Planning**

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

We make every effort to ensure children are involved in their own learning. We include their views at the planning stages of work and use 'Snapshot/Learning Log' evidence jotters and Progress Reports to communicate progress to parents/carers on a regular basis. Parents' appointments are arranged on two occasions in the session in Term 2 and Term 4 to enable parents/carers to discuss their child's progress with the class teacher in greater detail.

### **MATHEMATICS AND NUMERACY**

We aim to provide a balance of work in number, money and measurement, shape, position and movement, information handling and problem solving. The children are given opportunities to develop their numeracy/maths skills through practical, hands-on activities and through real-life situations.

### **LANGUAGE/LITERACY**

#### **Talking and listening**

The children are encouraged to talk and listen to each other in groups, to the class, to the teacher and to the wider audience. This helps to develop their skills as both a listener and talker and develops a sense of audience awareness.

#### **Reading**

We aim to have pupils reading fluently and accurately with understanding. Research and reference skills are developed as pupils make progress. We use a variety of resources in the infant department, Engage Literacy, PM Gems, Literacy Links and Lighthouse Schemes.



North Lanarkshire Council's Active Literacy Programme is used to introduce the children to phonics. The schemes used at the upper stages of the school are Literacy Links, Kingscourt Chapter Books and a variety of novel studies. We also use a variety of non-fiction books. The children are encouraged to read for both enjoyment and information.



**Younger pupils enjoy reading together**

## **Writing**

We encourage children to develop their writing skills through a variety of genres: narrative, recount, instructional, information, explanation and persuasive texts.



**Pupils enjoy reading with Breigh - Therapet**

## **MODERN LANGUAGES**

In Balmalloch Primary we teach French to all pupils P1 - P7. The emphasis at this early stage is on oral, fun activities to engage the children and promote the enjoyment of learning a new language. An additional language, Spanish, will be taught in P5-7.



## EXPRESSIVE ARTS

Work in this area covers Art, Drama, Music and Dance. Work in these areas is tackled in two ways:

- Through lessons designed to introduce new techniques and develop specific skills.
- Through the incorporation of these areas into topics being studied.

### **Art**

We aim for the pupils to develop the skills to be able to express their own ideas through painting, drawing, printing, collage work and modelling.

Displays of work are put up in classrooms and around the school which gives our pupils a sense of achievement and shows we value their efforts.

### **Drama**

The children at all stages of the school are involved in role play situations, movement to music and writing and performing simple sketches. On many occasions, drama activities are linked to language work and environmental studies topics, RME and Citizenship activities.

### **Music**

The course work involves the teaching of songs, the use of percussion and building critical awareness of music by listening to a variety of types of music. Each year, pupils from a selected class receive singing instruction from a visiting Kodaly Instructor - Mrs Ewart.



**Balmalloch pupils learning 'Kodaly'  
- Mrs H. Ewart**



**BPS Brass Group - Mr G. Golding**



**BPS Choir**



**BPS Chanter -  
Mr D. Sommerville**



**BPS Saxophone Group  
- Mrs M. James**



## **HEALTH AND WELLBEING**

### **Mental, emotional, social and physical wellbeing**

The mental, emotional, social and physical wellbeing of everyone within Balmalloch Primary School is developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect.

## **PLANNING FOR CHOICES AND CHANGES**

Learners in Balmalloch Primary School experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life. Pupils in Balmalloch Primary School experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

## **PHYSICAL EDUCATION**

In Balmalloch Primary School, pupils engage in Physical Education for two hours each week, as recommended by the Scottish Government. Physical Education provides learners with a platform from which they can build physical competence, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle. They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors. Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners.

At the start of each session, parents/carers are provided with a note of days each class is involved in Physical Education. It is essential pupils bring full PE kit to enable them to participate. Pupils should be prepared to participate in Physical Education both outdoors and indoors.

## **PHYSICAL ACTIVITY AND SPORT**

In Balmalloch Primary School, pupils also engage in physical activity and sport. This is enhanced through daily travel to school; walking and cycling in the outdoor environment and the community. Learning in, through and about physical activity and sport is developed by



participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the school environment. Research has shown that a pattern of daily physical activity is most likely to lead to sustained physical activity in adult life.

## **AFTER SCHOOL CLUBS, EVENTS AND FESTIVALS**

Balmalloch Primary School provides a range of After School Clubs for pupils; dance, netball, athletics and cross-country, gardening, STEM (Science, Technology, Engineering and Maths), fundamentals, choir, ICT, drama and football. Pupils are also encouraged to participate in a range of events and festivals throughout the session; Sportshall Athletics, Cross-Country, Football, Netball and Dance Mania.

## **MOBILE PHONES - PUPILS**

The use of mobile phones in Balmalloch Primary School and Nursery Class is strictly prohibited; this includes use throughout the school day which incorporates break times.

The use of mobile phones can result in inappropriate behaviours. By the age of 12, 97% of children have their own mobile phone, according to Ofcom. Using mobile phones in schools can lead to online bullying, distraction and classroom disruption which, in turn, can lead to lost learning time.

Unesco called for smartphones to be banned from all schools as evidence showed it was linked to reduced educational performance and that excessive screen time had a negative impact on children's wellbeing. In a recent survey - ParentKind - 44% of parents are concerned about the amount of time their child spends on electronic devices. In school we have seen an increase in the number of incidents between pupils as they reach the senior stage in primary school, often linked to 'group chats' on mobile phones.

Government Ministers have highlighted that "Schools are places for children to learn, and mobile phones are, at a minimum, an unwanted distraction in the classroom.

We are giving our hard-working teachers the tools to take action to help improve behaviour and to allow them to do what they do best - teach.

Growing up in today's digital world provides immense opportunities but this should not come at the expense of our children's wellbeing or education.

Mobile phones may be ubiquitous, but we have a strong and growing understanding of how damaging they can be for a child's social and educational development. And it's the least advantaged who suffer most. Many schools already have some kind of policy on phones, but this guidance provides a clear steer for everyone, including parents, about what's right and what's not for the wellbeing of the child."

In Balmalloch, at present, we permit pupils to keep their mobile phone in their bag so that they can stay in touch with a key adult, for example, on the way home from school, contributing to health and safety. However, a warning will be given if a pupil brings their



mobile phone out during the school day and/or uses it. If this happens again, the pupil will not be permitted to bring their phone with them for the rest of the academic session. Unfortunately, we will do not have the resources to store mobile phones safely, expecting a member of staff to take responsibility for the property of the individual. In addition, some children in school do not have permission to have their photographs taken or displayed on social media, so it is essential that pupils adhere to the rules within Balmalloch Primary school and Nursery Class. We accept no liability for lost or stolen mobile phones, these are brought to school at the owner's risk.

## **SUBSTANCE MISUSE**

In Balmalloch Primary School, pupils develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

## **RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD**

Pupils in Balmalloch Primary School are given opportunities to develop their knowledge and understanding of relationships, sexual health and parenthood. Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

## **FOOD AND HEALTH**

Pupils in Balmalloch Primary School develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks. They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts. They explore how the dietary needs of individuals and groups vary through life stages, for example during pregnancy and puberty, and the role of breastfeeding during infancy. Learners develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities and everyday routines, including good oral health. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.



**Balmalloch pupils have fun learning about 'Healthy Eating'**

## **SCIENCES, SOCIAL STUDIES AND TECHNOLOGIES**

Throughout your child's primary education, they will be exposed to a variety of topics within these areas. There exists, at present, a planned framework of topics to ensure that there is a balance and breadth in what your child is learning. The main emphasis is placed on the child acquiring key ideas and skills, which will help them to gain a better understanding of the world we live in. Where possible, we try to arrange visits related to the topics the children are working on, and these prove to be both informative and pleasurable for the pupils.



**Senior pupils learning through Science and Investigation – STEM**



### **Pupils learning about people in place, people in the past and people in society.**

Information Technology permeates the whole curriculum. Each class has access to laptops and iPads. A class set of laptops and iPads and these are timetabled to ensure children have access to the Technologies Curriculum. Laptops are also timetabled to enable learners to engage with support programmes to raise attainment and achievement. We have access to the internet which opens a whole new learning experience for our pupils. Our school also has interactive smart boards in all classes. STEM and Digital Leaders Pupil Voice groups provide further opportunities for learners to positively contribute to school improvement, developing skills for life, learning and work.

### **RELIGIOUS AND MORAL EDUCATION**

Our Religious Education programme encourages the pupils to learn about religious, spiritual and moral issues relating to their own and other world religions e.g. friendship and families, celebrations, loving and caring and key figures. Our pupils consider the essential elements of religion in a study of Christianity, Islam and Judaism from P1-7. Learning about Sikhism, Hinduism, Buddhism and cultures countries through National and World Study further enhance Religious and Moral Education provision and support the development of character.

### **ASSEMBLIES**

We have weekly 'Values' assemblies where we meet as a school, giving us an opportunity to come together as a community. The Principal Teachers lead these assemblies, and our Pupil Leadership Team recognise Wider Achievements through Community Value Awards. We also have fortnightly 'Star Pupil' assemblies recognising children's progress towards the Four Capacities, displaying our values in their words and actions, showing knowledge and understanding of their rights and the rights of others as a Rights Respecting school. At assemblies, children are awarded special certificates, including the Head Teacher, Depute Head Teacher and Principal Teacher Award, Star Pupil, celebrating wider achievements in and out of school and to share the work of Pupil Voice groups. All awards are counted at the end of the session, contributing towards the Infant/Junior and Senior Citizen of the Year.



Dates for pupils to share their wider achievements will be outlined in the 'Dates for your Diary', sent home monthly.

Each class is involved in leading an assembly at least once in the year and dates for your child's class assembly will be provided in the 'Dates for your Diary' information issued termly. These assemblies support Family Engagement and partnership working, encouraging children to share their achievements and celebrate success with their families.

Each class is involved in leading an assembly at least once in the year and dates for your child's class assembly will be provided in the 'Dates for your Diary' information issued monthly. These assemblies support Family Engagement and partnership working, encouraging children to share their achievements and celebrate success with their families.

## **HOMEWORK**

At our school, homework is designed to **reinforce learning** and help children build positive habits that support lifelong success. We believe that regular practice at home helps to consolidate skills taught in class, develop independence, and encourage responsibility for learning.

Homework will usually include:

- **Reading** - to build fluency, comprehension and a love of books
- **Spelling** - to support literacy development and written accuracy
- **Number work** - to strengthen confidence and understanding in numeracy
- **Occasional project work or personal talks** - to encourage creativity, research skills and communication

Homework will be purposeful and manageable. It is intended to support learning rather than create stress.

### **Supporting Your Child at Home**

We value the important role parents and carers play in supporting learning. You can help your child by:

- Providing a quiet, comfortable space to complete homework
- Establishing a regular routine
- Encouraging them to explain their thinking or read aloud
- Offering praise and reassurance
- Communicating with the school if work is proving consistently difficult



It can be helpful to guide and encourage your child, but we ask that the work remains primarily their own. Mistakes are an important part of learning and help teachers understand next steps.

### **Expectations**

Every child is different, and we recognise that children learn at different paces and in different ways. Homework expectations will be appropriate to your child's age and stage. As a general guide, homework should be manageable within a reasonable timeframe, increasing gradually as children move through the school.

If, at any time, homework becomes a source of worry or difficulty, we encourage you to contact your child's teacher so that we can work together to provide support.

Our aim is to foster positive attitudes towards learning, independence and pride in achievement, while maintaining a healthy balance between school, home and leisure time.

## **ASSESSMENT AND 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.

### **How will my child's learning be assessed?**

Assessment of pupil progress is conducted in a variety of ways, through everyday learning activities or specific assessment tasks or tests. Various methods are used; both informal and formal, using the approach best suited to the learning that has taken place:

- Formal and informal observations
- Discussion and questioning/Learner dialogues
- Evaluation of final products
- The evaluation of written tasks
- Presentations
- Class / group assessments

Continual assessment by class teachers allows teachers to quickly identify any difficulties being experienced by the children and therefore amend the teaching programme. Flexibility in our groupings allows for transfer from group to group if an individual child is making particular progress or experiencing difficulty.



In primary schools, pupils in P1, P4 and P7 will be formally assessed through the Scottish National Standardised Assessments at a time in the session when it is felt pupils are ready.

New qualifications have been developed for secondary schools as follows:

- National 4 and 5 qualifications were introduced in 2013/14
- Access, Highers and Advanced Highers to be 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. In Terms 2 and 4, a formal report is included in your child's Pupil Progress Profile. Snapshot Jotters are also sent home each term to allow you to view your child's progress and talk to them about their learning.

Each year your nursery/school we 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.

Parents are encouraged to visit the school if they have concerns about any aspect of their child's education. Two parents' evenings are provided over the session to give families further opportunities to discuss their child's progress in more detail. These occur in Term 1 and Term 3.

Information on the school's performance at Local and National level can be obtained from the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## ATTAINMENT

<b>ACEL 2025-26</b>	<b>PRIMARY 1 2025-26</b>	<b>PRIMARY 2 2025-26</b>	<b>PRIMARY 3 2025-26</b>	<b>PRIMARY 4 2025-26</b>	<b>PRIMARY 5 2025-26</b>	<b>PRIMARY 6 2025-26</b>	<b>PRIMARY 7 2025-26</b>
<b>HWB</b>	32/39	47/54	34/34	41/42	48/50	43/48	47/48
	82%	87%	100%	98%	96%	90%	98%
	<b>MOST</b>	<b>MOST</b>	<b>ALL</b>	<b>ALMOST ALL</b>	<b>ALMOST ALL</b>	<b>MOST</b>	<b>ALMOST ALL</b>
	<b>-7 Pupils</b>	<b>-7 Pupils</b>	N/A	<b>-1 Pupils</b>	<b>-2 Pupils</b>	<b>-5 Pupils</b>	<b>-1 Pupil</b>
	<b>-18%</b>	<b>-13%</b>	N/A	<b>-2%</b>	<b>-4%</b>	<b>-10%</b>	<b>-2%</b>
<b>LISTENING &amp; TALKING</b>	28/39	42/54	31/34	36/42	39/50	45/48	46/48
	72%	78%	91%	86%	78%	94%	96%
	<b>MAJORITY</b>	<b>MOST</b>	<b>ALMOST ALL</b>	<b>MOST</b>	<b>MOST</b>	<b>ALMOST ALL</b>	<b>ALMOST ALL</b>
	<b>-11 Pupils</b>	<b>-12 Pupils</b>	<b>-3 Pupils</b>	<b>-6 Pupils</b>	<b>-11 Pupils</b>	<b>-3 Pupils</b>	<b>-2 Pupils</b>
	<b>28%</b>	<b>-22%</b>	<b>-9%</b>	<b>-14%</b>	<b>-22%</b>	<b>-6%</b>	<b>-4%</b>
<b>READING</b>	22/39	34/54	26/34	30/42	35/50	40/48	35/48
	56%	63%	76%	71%	70%	83%	73%
	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MOST</b>	<b>MAJORITY</b>
	<b>-17 Pupils</b>	<b>-20 Pupils</b>	<b>-8 Pupils</b>	<b>-12 Pupils</b>	<b>-15 Pupils</b>	<b>-8 Pupils</b>	<b>-13 Pupils</b>
	<b>-44%</b>	<b>-37%</b>	<b>-24%</b>	<b>-29%</b>	<b>-30%</b>	<b>-17%</b>	<b>-27%</b>
<b>WRITING</b>	22/39	33/54	28/34	25/42	21/50	35/48	34/48
	56%	61%	82%	60%	42%	73%	71%
	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>
	<b>-17 Pupils</b>	<b>-21 Pupils</b>	<b>-6 Pupils</b>	<b>-17 Pupils</b>	<b>-29 Pupils</b>	<b>-13 Pupils</b>	<b>-14 Pupils</b>
	<b>-44%</b>	<b>-39%</b>	<b>-18%</b>	<b>-40%</b>	<b>-58%</b>	<b>-27%</b>	<b>-29%</b>
<b>NUMERACY &amp; MATHS</b>	29/39	43/54	30/34	34/42	31/50	41/48	40/48
	74%	80%	88%	81%	62%	85%	83%
	<b>MAJORITY</b>	<b>MOST</b>	<b>MOST</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MOST</b>	<b>MOST</b>
	<b>-10 Pupils</b>	<b>-11 Pupils</b>	<b>-4 Pupils</b>	<b>-8 Pupils</b>	<b>-19 Pupils</b>	<b>-7 Pupils</b>	<b>-8 Pupils</b>
	<b>-26%</b>	<b>-20%</b>	<b>-12%</b>	<b>-19%</b>	<b>-38%</b>	<b>-15%</b>	<b>-17%</b>



<b>ACEL - 2024-25</b>	<b>PRIMARY 1</b>	<b>PRIMARY 2</b>	<b>PRIMARY 3</b>	<b>PRIMARY 4</b>	<b>PRIMARY 5</b>	<b>PRIMARY 6</b>	<b>PRIMARY 7</b>
<b>JUNE PROJECTIONS</b>	<b>Early Level Gold</b>	<b>First Level Bronze &amp; Above</b>	<b>First Level Silver &amp; Above</b>	<b>First Level Gold &amp; Above</b>	<b>Second Level Bronze &amp; Above</b>	<b>Second Level Silver &amp; Above</b>	<b>Second Level Gold &amp; Above</b>
<b>HWB</b>	49/58 84%	36/36 100%	39/44 87%	48/54 89%	43/49 88%	47/48 98%	45/46 98%
	<b>MOST</b>	<b>ALL</b>	<b>MOST</b>	<b>MOST</b>	<b>MOST</b>	<b>ALMOST ALL</b>	<b>ALMOST ALL</b>
<b>LISTENING &amp; TALKING</b>	45/58 78%	34/36 94%	37/44 84%	44/54 81%	36/49 73%	33/48 69%	26/46 57%
	<b>MOST</b>	<b>ALMOST ALL</b>	<b>MOST</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>
<b>READING</b>	42/58 72%	32/36 89%	37/44 84%	40/54 74%	36/49 73%	24/48 50%	25/46 54%
	<b>MAJORITY</b>	<b>MOST</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>
<b>WRITING</b>	45/58 78%	32/36 89%	35/44 80%	31/54 57%	25/49 51%	18/48 38%	24/46 52%
	<b>MOST</b>	<b>MOST</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>
<b>NUMERACY &amp; MATHS</b>	50/58 86%	30/36 83%	29/44 66%	34/54 63%	28/49 57%	25/48 52%	27/46 59%
	<b>MOST</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>



<b>ACEL - 2023-24</b>	<b>PRIMARY 1</b> Early Level Gold	<b>PRIMARY 2</b> First Level Bronze & Above	<b>PRIMARY 3</b> First Level Silver & Above	<b>PRIMARY 4</b> First Level Gold & Above	<b>PRIMARY 5</b> Second Level Bronze & Above	<b>PRIMARY 6</b> Second Level Silver & Above	<b>PRIMARY 7</b> Second Level Gold & Above
JUNE 2024							
<b>HWB</b>	31/36 86%	43/43 100%	46/53 87%	43/50 86%	42/48 88%	43/46 93%	53/66 80%
	<b>MOST</b>	<b>ALL</b>	<b>MOST</b>	<b>MOST</b>	<b>MOST</b>	<b>ALMOST ALL</b>	<b>MOST</b>
<b>LISTENING &amp; TALKING</b>	30/36 83%	38/43 88%	39/53 74%	35/50 70%	28/48 58%	27/46 59%	34/66 52%
	<b>MOST</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>
<b>READING</b>	28/36 78%	31/43 72%	35/53 66%	34/50 68%	26/48 54%	27/46 59%	40/66 61%
	<b>MOST</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>
<b>WRITING</b>	26/36 72%	32/43 74%	27/53 51%	25/50 50%	19/48 40%	23/46 50%	36/66 55%
	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>
<b>NUMERACY &amp; MATHS</b>	29/36 81%	35/43 81%	31/53 58%	18/50 34%	22/48 46%	26/46 57%	44/66 67%
	<b>MOST</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>



<b>ACEL - 2022-23</b>	<b>PRIMARY 1</b>	<b>PRIMARY 2</b>	<b>PRIMARY 3</b>	<b>PRIMARY 4</b>	<b>PRIMARY 5</b>	<b>PRIMARY 6</b>	<b>PRIMARY 7</b>
<b>JUNE 2022</b>	<b>Early Level Gold</b>	<b>First Level Bronze &amp; Above</b>	<b>First Level Silver &amp; Above</b>	<b>First Level Gold &amp; Above</b>	<b>Second Level Bronze &amp; Above</b>	<b>Second Level Silver &amp; Above</b>	<b>Second Level Gold &amp; Above</b>
<b>HWB</b>	43/43 100%	55/56 98%	34/54 63%	48/50 96%	44/47 94%	60/68 88%	18/40 45%
	<b>ALL</b>	<b>ALMOST ALL</b>	<b>MAJORITY</b>	<b>ALMOST ALL</b>	<b>ALMOST ALL</b>	<b>MOST</b>	<b>MINORITY</b>
<b>LISTENING &amp; TALKING</b>	42/43 98%	50/56 89%	35/54 65%	29/50 58%	27/47 57%	26/68 38%	28/40 70%
	<b>ALMOST ALL</b>	<b>MOST</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>
<b>READING</b>	38/43 88%	25/56 45%	32/54 59%	27/50 54%	27/47 57%	19/68 28%	20/40 50%
	<b>MOST</b>	<b>MINORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>
<b>WRITING</b>	38/43 88%	26/56 46%	29/54 54%	22/50 44%	24/47 51%	16/68 24%	20/40 50%
	<b>MOST</b>	<b>MINORITY</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>
<b>NUMERACY &amp; MATHS</b>	39/43 91%	33/56 59%	24/54 44%	26/50 52%	27/47 57%	22/68 32%	20/40 50%
	<b>ALMOST ALL</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>	<b>MAJORITY</b>	<b>MINORITY</b>	<b>MAJORITY</b>

## **IMPROVEMENT REPORT AND PLANNING**

In Balmalloch Primary School and Nursery Class we endeavour to ensure all pupils are meeting their potential. The school and nursery's main achievements are outlined annually in the Improvement Report which can be found on the school's website. Improvement Planning allows the school and nursery to identify priorities for development and plan realistically for the implementation of Curriculum for Excellence and other government initiatives.

### **Improvement Plan Summary - 2025/26**

School Priority 1:	To raise attainment and improve outcomes for learners through robust self-evaluation and quality improvement processes that support evidence-based decision-making and leadership at all levels, ultimately leading to sustainable change.
School Priority 2:	By June 2026, all staff will have a shared understanding of high-quality learning, teaching, and assessment practices. This will ensure greater consistency in expectations and standards across the school, leading to enhanced learner experiences and improved attainment in literacy and numeracy.
Nursery Class Priority:	By June 2026 all learners will benefit from enhanced experiences through increased engagement, curiosity and holistic development.

### **Action Points - 2025/26**

Action Point 1	Senior Leaders and staff should improve how they identify, plan for and implement their key improvement priorities. A more focused approach would help them to accelerate the pace of change and improve outcomes for learners.
Action Point 2	Senior Leaders and staff should focus on raising attainment in literacy and numeracy across the school.
Action Point 3	Staff should improve approaches to planning and assessment to better meet the needs of all learners, including those who require extra support or challenge in learning.
Action Point 4	Senior leaders and staff should increase opportunities for children to lead learning and participate in a variety of motivating learning experiences to increase, engagement, independence and motivation.



**We Plan and Improve Together - Infants and Seniors engage in Peer Learning**



## **HOME AND SCHOOL LINKS, COMMUNICATION**

We believe that parents have an important role to play in the life of the school and their child's education. The relationship between home and school should be seen as a co-operative partnership, which serves to ensure that each child feels secure in the school environment and is able to achieve their full potential.

### **CLASS NEWSLETTERS**

A class newsletter is sent home on a termly basis, informing parents/carers of planned learning in each of the curricular areas:

Literacy & English

Numeracy & Maths

Social Studies

Health and Wellbeing - Health and Physical Education, Physical Activity and Sport

The termly class newsletter features a highlight photo from the previous term.

### **MONTHLY NEWSLETTER**

At the start of each month, a newsletter will be emailed to all parents/carers. The Head Teacher records important dates for families to be aware of which includes the event, times, who should attend and where it will take place. It is important to keep this to refer to over the term, as only new information that it has not been possible to include will be sent out when required.

## **SOCIAL MEDIA**

### **Balmalloch School Website**

#### **About Us:**

- \* Vision and Values
- \* School Handbook
- \* School Improvement Plan and Report

#### **Information**

- \* Contact Details
- \* Staff
- \* HMIE Report
- \* School and Nursery Policies
- \* Enrolment
- \* Transition
- \* Uniform

#### **Learning and Teaching**

- \* Four Capacities
- \* Assessment and Reporting
- \* Homework
- \* Curriculum for Excellence



- \* Anti-bullying
- \* Additional Support Needs

### **Pupil Area**

- \* Pupil Representatives
- \* ECO
- \* Fairtrade
- \* Rights Respecting Schools
- \* Pupil Council
- \* Young STEM Leaders
- \* Digital Leaders
- \* Reading Schools
- \* British Council Partnership School
- \* Developing the Young Workforce
- \* Sports Committee
- \* Community Pupil Partnership
- \* HWB & John Muir

### **Parent Area**

- \* Communication
  - \* Parent Forum
- \* Parent Council
- \* PTA
- \* Home/School Links
- \* School Community Links

### **Remote & Digital Learning**

- \* Glow Accounts and TEAMS
- \* NLC Virtual Classroom

We achieved the STEM Nation Award in 23-24.

We achieved Rights Respecting Schools Silver Status in 23-24.

We have now achieved our TENTH ECO flag during the session 23-24.

We achieved the first Scottish School of Character Quality Mark during the session 21-22.

We achieved Digital Schools status during the session 21-22.

We achieved Reading Schools Silver status during the session 23-24.

We achieved STEM delivery centre status during the session 19-20.

We achieved FairAware school status during session 21-22.

We won the Social Enterprise schools Award during session 22-23.

### **NL DIGITAL SCHOOL**

It is recognised that digital technology is already making a significant contribution to learning and teaching practices. When used appropriately and, with all stakeholders being supported it can enrich learning and teaching, help to raise attainment.



North Lanarkshire Council have developed a range of supports to enhance the use of digital learning within our schools. This includes the development of resources and training materials to support school staff, young people and their families with their digital learning and the provision of a universal offer the NL Virtual Classrooms, providing digital learning materials for all curricular areas at every level, up to and including the BGE.

## **PARENTS' PORTAL**

Parentsportal.scot is a digital service to help provide direct communication to parents and carers through a selection of online services. This includes

- Annual Data Checks
- Online Payments
- Permission slips
- Reporting absence
- Viewing timetables (secondary schools)
- Pupil reporting

Information and guidance relating to North Lanarkshire Council Digital offering including how to access parentsportal.scot can be found on the NL Digital School page available on the Councils website <https://www.northlanarkshire.gov.uk/schools-andlearning/nl-digital-school>

## **GLOW AND M365**

All pupils in staff in NLC have access to *Glow* - Scotland's national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the whole curriculum through. This is primary achieved in NLC using the services found within Microsoft M365.

Pupils will be given a login to *Glow* when they start school, and these details will follow the young person throughout their school journey. *Glow* passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on *Glow* passwords can be found here. All staff in schools have the ability to reset a pupil's *Glow* password.

Once logged into *Glow*, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint and Word. Users also have the option of downloading O365 to install on up to 5 additional personal devices and this can be accessed from the national section of the *Glow* Launchpad.

## **GROUPCALL MESSENGER**

As we are an ECO school and have achieved our 10<sup>th</sup> flag, we will try to limit the amount of information we send out on paper. It is essential, therefore, that we have an up-to-date email address from each of our families to allow us to communicate with you effectively.



We use Groupcall Messenger for Parents' Afternoon/Evening Appointments:

- Go to [http://www.parents-booking.co.uk/balmalloch\\_primary](http://www.parents-booking.co.uk/balmalloch_primary)  
**PLEASE NOTE: You need to type this address into your website browser's 'address bar.'** Do not try to 'Google' this website address or use a search engine as that will not work. This is a common mistake on phones and tablets especially.
- Login to see which appointments are available and select one that is convenient for you.
- **You will need to enter:**  
Your title (Mr/Mrs/Miss) and surname (*these must match those we have on record for you*), your child's first name, surname and date of birth
- Once you have logged in, we suggest you use the 'Automated Booking Wizard' to make your appointments. You will be shown your child/children and their teachers. Tick the teacher you wish to book and enter your availability. The wizard will use this information to calculate the best order for your appointments, allowing you to navigate the teachers in the quickest and most efficient manner.
- **Troubleshooting Tips - please read before booking!**
  - a) To login you need to enter the details we have on record for you and your child. If you have recently changed your title or surname, for example, and not informed us, we will be expecting you to login with the details we have on record.
  - b) The email address you enter is only used to receive confirmation of your appointment. If the system gives you an error when you login, it will not be the email address that is the problem.
  - c) If you have several children to make bookings for, and decide not to use the Booking Wizard, but instead make appointments individually, use the 'Change Child' button on the blue bar (above the school's name) in the very top left corner of the Parents' Booking Page to swap between your children.

## **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/carers in the school
- be invited to identify issues for the Parent Council to work on with the school.



## **BALMALLOCH PARENT COUNCIL**

Chairperson: Carrie Strachan

Secretary: Alissa Kauffman

Members: Alison Breingan, Rhona Brown, Sarah Curran, Stewart Derrick, Jennifer Molloy, Nicola Breen Patrick, Kimberly Wilson & Laura Young.

Staff: Ms Ruth McCarthy (Head Teacher) and Mr John Paterson (Principal Teacher)

The Head Teacher has a right and duty to attend all meetings of the Parent Council and acts as professional advisor to the Parent Council. Parent Council meetings are open to members of the public. Meetings are usually held on a Wednesday, one per term, from 6.00-7.00pm.

Parent Council members:

- The council will be made up of a minimum of 3 and a maximum of 10 current parents.
- Each parent will be selected for a period of 1 year, however they may put themselves forward for reselection if desired.
- Any parent of a child within the school can volunteer to be a member of the Parent Council.

For further information a Parent Council Constitution is available on request.

The Parent Council's rights and duties include:

- supporting the work of the school
- representing the views of parents/carers
- consulting with parents/carers and reporting back to the Parent Forum on matters of interest
- promoting contact between the school, parents/carers, 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

The Parent Council have set up an email address [balmallochpc@hotmail.com](mailto:balmallochpc@hotmail.com) for any parents who wish to contact them. 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.

## **BALMALLOCH PARENT TEACHER ASSOCIATION**

Chairperson: Vacancy

Secretary: Emma Wardrope

Treasurer: Claire Frater

Staff: Mrs L Meechan (DHT) & Mrs Murphy (APT)



Membership of the PTA is open to all parents, carers and grandparents. Any new parents/carers wishing to join or help at PTA events will be most warmly welcomed. Meetings are usually on a Wednesday each term from 6.00-7.00pm in the staffroom. These meetings are used to suggest and organise fundraising and social events for the school.

The PTA has raised substantial amounts of money each year which benefit all pupils in attendance at our school. Over the past few years, the PTA has raised money for many events in the school:

- organise a Christmas Fayre
- organise an Easter Coffee Morning
- provide a St Valentine's disco and Halloween disco for the pupils (DJ and refreshments).
- support with the cost of transport for children to attend festivals, events or competitions (e.g.) Netball, Football, Athletics and Dance Mania
- provide a DJ and food/refreshments for the P7 Leavers' Beach Party.

The staff and pupils greatly appreciate the PTA's hard work and support, and I would urge all parents to play an active role in the PTA as their efforts benefit ALL pupils in the school.



## PUPIL VOICE GROUPS

Pupil Voice groups consist of children from P3 to P7. Pupils, supported by an adult, meet to discuss their Pupil Improvement Plan and progress towards achieving their priorities. Pupils in P1-3 participate in Pupil Voice Groups through play based opportunities, working with older pupils at regular points throughout the session. These activities encourage pupils to develop leadership skills and understand how these skills contribute to 'real-life' experiences.

Pupil Representatives include the School Captain, Vice-Captain and Prefects. They have opportunities to support the work of the school and the Parent Council and PTA throughout the session. Remits for members of Pupil Forums, the School Captain, Vice-Captain and Prefects are located on the school's website. The Community Pupil Partnership Team also support the work of the school through the leadership they provide.



Digital Leaders 2025-26



Young STEM Leaders 2025-26



Sports Committee 2025-26



Reading Schools 2025-26



**Eco Committee 2025-26**



**Fairtrade Committee 2025-26**



**Rights Respecting Schools 2025-26**



**Health & Wellbeing Committee 2025-26**



**Developing the Young Workforce & Social Enterprise Committee 2025-26**



## SCHOOL AND COMMUNITY

We play a prominent role in developing children educationally, emotionally and socially in the hope that they will benefit greatly from the facilities available at the school and from the involvement of the school in community ventures. We work together to develop the children's awareness of themselves as part of our community. We have a Business Partnership with Tesco Craigmarloch, Kilsyth Community Council, Strathcarron Hospice and BAM Nuttall. We work with local businesses and organisations including MSP - Monica Lennon, Kilsyth Rotary Club, Kilsyth Community Council, the Port Gallery and Rennie's Bakery. We endeavour to maintain a high and positive profile in our community and invitations are given to our services and assemblies, sports day, Christmas concert/ Nativity, Biscuit and a Blether.

The expertise of members of our community is enlisted in many curricular areas. We welcome visitors into our school to share their knowledge and expertise and show that we appreciate and value their time and service. We have fostered strong links with the local senior citizens, and we entertain them each Christmas and visit establishments to share the talents of our pupils.



Primary 7 Learn about Kilsyth  
with Local Historian John  
Gordon

## CHARITIES

We raise money and give donations to many charities including Strathcarron Hospice, Save the Children Fund, Brain Tumour Research, Down Syndrome, Anti-Bullying Alliance, Kilsyth Food Bank, Water Aid, Spina Bifida and Children in Need.



Younger Pupils engage in an Enterprising Initiative - 'Christmas Jumper Day'



## ADDITIONAL SUPPORT NEEDS

Balmalloch 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.

All pupils learn at a different rate and some pupils may experience challenges with aspects or areas of the curriculum, whilst others perform beyond the expected level for their stage. In all areas of the Curriculum, class teachers try to ensure that each child is working at their own level, with materials for their needs. Classes are therefore organised mainly in groups, with provision made for individuals when pupils require additional help or extension work.

Miss Ruth McCarthy (HT), Mrs Lorraine Meechan (DHT), Mr John Paterson (PT), Mrs Rachel Murphy (APT) and Ms Denise Kelso are responsible for the management of support for learning within our school and nursery and are the first point of contact for class teachers and Early Years' Practitioners if they are concerned about a child's learning. They offer support in many ways (e.g.) shared nursery planning and observations, co-operative teaching within the classroom, *Getting It Right For Me* plans for individual pupils, providing material and withdrawing pupils from the classroom to allow them more intensive one-to-one or group teaching.

Any pupil with severe learning or behavioural problems may be referred to Psychological Services, who provide more specialised help and decide what action is required to allow the child to gain maximum benefit. Parents/carers would always be consulted before any such referral took place. We have supported children with physical disability, sensory impairment, moderate learning difficulties and English as an additional language. 'Care Experienced' children (e.g.) 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.

Through a process of staged intervention and, where appropriate in conjunction with other appropriate agencies the school will work to support pupils and their families with the framework of the Additional Support for Learning policies of the authority and the school.

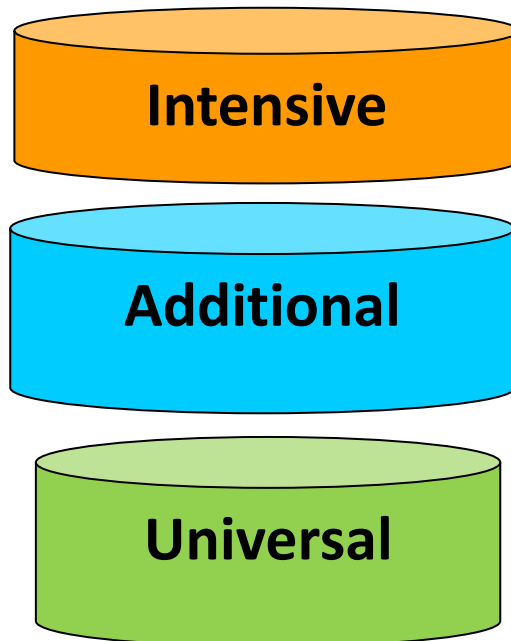


### Stages of Intervention

**Level 1:** Universal support within the universal service.

**Level 2:** Additional support within the universal service.

**Level 3:** Intensive support working with other agencies



Parents and young people can request an assessment to establish whether a child/young person has additional needs or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review process 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 or co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/carers and young people will be invited to take part in multiagency meetings, and their views will be recorded in the plan.



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

### **Dispute Resolution**

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

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

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

**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, ASN 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.

Teachers are very effective at including children who require significant additional support in the class and ensuring they make appropriate progress.

## **MEDICAL AND HEALTH CARE**

Should your child have any particular medical requirements, please inform the school. If your child requires to take medicine in school, (e.g.) inhalers, the parent must call at the office with the medication and complete the relevant form giving details of the condition, the medicine and the dosage required.

Routine dental inspections and medical examinations are sometimes carried out in the school and tooth-brushing is a regular part of your child's educational experience. Children should be registered with a local dentist and attend regular check-ups at six-month intervals.

Should your child fall ill, or have an accident at school, we will do our utmost to contact you. When your child enters school, you will be asked to give two emergency contact numbers where we can reach either yourself or your representative during the school day. I would, therefore, like to stress the importance of the school having accurate records regarding



parents and carers' home/work telephone numbers and those of your nominated emergency contacts. **Please keep the school office informed of any changes.**

In the event of the child being ill at school and requiring to go home, either the parent or representative will be contacted by the school and requested to call at the school to collect the child. Please try to avoid making dental or doctor's appointments during the school day, but if your child has to leave school to attend an appointment, the teacher must be informed by letter, and your child must be collected from the school by the adult named in the letter.

If a child/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 that 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 does 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 a school.

## **HEAD LICE**

Please note that routine checks of children's heads are no longer carried out by the Health Board. Could I please ask you to check your child's hair on a regular basis for head lice using a fine-tooth detector comb after washing the hair and applying conditioner to wet hair. Treatments for Head Lice are available **free of charge** from your local pharmacy under the 'Minor Ailments Scheme'.

## **EQUAL OPPORTUNITIES AND SOCIAL INCLUSION**

Balmalloch Primary is firmly committed to equal opportunities and social inclusion. Every member of the school community is valued as an individual who has a contribution to make to the life of the school. The school encourages all staff and pupils to work together to create an atmosphere of tolerance and respect for each other.

Equal opportunities are reinforced throughout the school curriculum, and we ensure that no materials or books are used which reflect prejudice of any sort. We try to include materials and books which handle issues such as disability in a positive manner, in an attempt to allow each child to appreciate that every human being has similar needs and emotions. Through this approach we aim to help pupils develop an understanding of, and respect for, all fellow human beings.

A priority for our school is to develop positive links between home and school, and our school and other agencies. The Head Teacher, Depute Head Teacher and Principal Teacher will have responsibility of developing such links. Should any parents require further information please



contact the school office and this information will be shared with the appropriate member of staff.

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. The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland outlines the essential requirements of the Equality Act 2010 for schools, North Lanarkshire Council's Promoting Equality and Diversity Circular Gen 155-10 and the Council's Equality and Diversity Policy and Equality Strategy 2019 -2024.

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 at [Technical guidance for schools in Scotland | EHRC](#)

## **DEALING WITH RACIAL HARASSMENT**

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of their colour, race, nationality, ethnic or national background. The Act makes it the duty of North Lanarkshire Council to eliminate unlawful racial discrimination. In 1999 the guidelines, "Dealing with Racial Harassment", were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education. North Lanarkshire Council recognises that support from the home is essential if these aims are to be achieved.

## **MULTI-CULTURAL EDUCATION**

We endeavour to promote multi-cultural education across the curriculum through our programme of study and stage and whole school assemblies.

## **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: Miss Ruth McCarthy Telephone number: 01236 632058



## ADULT PROTECTION

The council has responsibility under 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: Miss Ruth McCarthy Telephone number: 01236 632058

## ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act places a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning and afternoon.

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

Attendance in Balmalloch Primary School is recorded and monitored through North Lanarkshire Council's Business Intelligence Dashboard on a monthly basis. You will be informed, through a series of letters, if your child's absence is considered a cause for concern, dropping below 95%. Following North Lanarkshire Council's 'Managing Attendance' Policy, we will contact you if a meeting is required to discuss your child's attendance, identifying any interventions that may support you to improve attendance allowing your child to achieve their full potential.

At the start of each school session, parents/carers will be asked to provide contact details including at least one emergency contact number, including where possible, a number that will accept a text message. Parents/carers 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 office** 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 contact numbers provided for the child and may result in the school sending a text message. Parent/carer's are asked to inform the **school office** by letter or telephone, if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.

### **Family Holidays during term time**

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/carers 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 the 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 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.

#### **Exceptional Domestic Circumstances:**

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

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

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.



Attendance in Balmalloch Primary School is recorded and monitored on the school database system on a monthly basis. You will be informed through a series of letters if your child's absence is considered to be giving us concern, dropping below 90%.

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.

### **Late coming:**

Please try to ensure that your child arrives **PROMPTLY** at the start of the school day and after lunch break. If a pattern of late-coming and/or absence becomes noticeable, parents will be written to and asked to arrange a meeting with the school in the first instance. Continued patterns of late coming will be referred to North Lanarkshire Council's Wellbeing Team.

We are keen to encourage the children to attend school, as regular attendance allows maximum benefit of education.

## **DATA PROTECTION**

### **a) General Data Protection Regulations (GDPR) Statement for Education**

#### **What is this statement?**

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

#### **Who are we?**

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

<b>The Council's Data Protection Officer</b>
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 <a href="mailto:AITeam@northlan.gov.uk">AITeam@northlan.gov.uk</a>

<b>The Information Commissioner</b>
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
<a href="mailto:casework@ico.org.uk">casework@ico.org.uk</a>

**b) Transferring Educational Data about Pupils**  
 Education authorities and the Scottish Government

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

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

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

**Why do we need your data?**

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are



keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

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

### **Your GDPR rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://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](mailto: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, <https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>



## **FREEDOM OF INFORMATION**

The Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Co-ordinator can be contacted at: [foirequest@northlan.gov.uk](mailto:foirequest@northlan.gov.uk)

## **ARMED FORCES COVENANT DUTY**

North Lanarkshire Council is committed to the Armed Forces Covenant.

The Armed Forces Covenant Duty - Statutory Legislation 2022 is a legal obligation placed on relevant bodies, when exercising relevant functions, such as Education, Health Care and Housing Services, to have due regard to the three principles of the Armed Forces Covenant.

Further details on the Armed Forces Covenant can be found on Scottish Armed Forces Education Support Group - gov.scot([www.gov.scot](http://www.gov.scot))



## USEFUL ADDRESSES & PHONE NUMBERS

### **EDUCATION DEPARTMENT**

Education and Families  
Civic Centre, Windmillhill Street  
Motherwell ML1 1AB

**01698 403140**

### **EDUCATION AND FAMILIES' MANAGER**

Jill Woodward

**woodwardj@northlan.gov.uk**

### **CLUSTER IMPROVEMENT AND INNOVATION LEAD**

Michael Bradley

**bradleymic@northlan.gov.uk**

### **LOCAL COUNCILLORS**

H. Brannan-McVey (Labour)  
D. Johnston (SNP)  
J. Jones (Labour)

All of the above councillors can be contacted at the following address: -  
Members Services, PO Box 14, Civic Centre, Motherwell, ML1 1TN, 01698 302072

### **CHIEF EXECUTIVE AREA OFFICER**

Floor 3, Fleming House,  
Tryst Rd,  
Cumbernauld

**01236 616390**

### **COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICE**

#### **North CLD Locality Office**

Pivot Community Centre  
Glenmanor Avenue  
Moodiesburn  
G69 0DL  
Email: CLD-North@northlan.gov.uk

**01236 638393**

### **NHS LANARKSHIRE**

School Nurse

**01698 753720**

### **KILSYTH MEDICAL PARTNERSHIP**

Kilsyth Health Centre

**01236 801677**

### **SOCIAL WORK**

Cumbernauld/Chryston, Bron Way  
Town Centre, Cumbernauld, G67 1DZ

**01236 638700**



### **Support for Learning**

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

Kilsyth cluster-  
Michael Bradley

bradleymic@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

0345 1232303

Enquire  
Children in Scotland  
Rosebery House  
9 Haymarket Terrace  
Edinburgh  
EH12 5EZ

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

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

[www.enquireorg.uk](http://www.enquireorg.uk) for children and young people

### **Children in Scotland - Resolve Mediation**

0131 313 8844

Email: [resolve@childreninScotland.org.uk](mailto: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 Chamber  
First Tier Tribunal for Scotland  
Glasgow Tribunals Centre  
20 York Street  
Glasgow  
G2 8GT  
0141 302 5860

[www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)



## **GLOSSARY OF TERMS USED IN THE HANDBOOK**

### **ASSESSMENT**

The evaluation of pupil's progress.

### **CONTINUAL ASSESSMENT**

Based on regular evaluation of pupil's work as opposed to a single test.

### **CO-OPERATIVE TEACHING**

A situation where two or more teachers are working together with the same class.

### **CURRICULUM**

The whole learning process offered by the school.

### **DATABASE**

The store of information on a computer.

### **EXTRA CURRICULAR**

Activities which take place outside normal class teaching.

### **LEARNING SUPPORT**

Additional teaching support for children experiencing difficulties.

### **SOCIAL SUBJECTS (ENVIRONMENTAL STUDIES)**

An overall curriculum heading for history, geography, science and technology.

### **SPREADSHEET**

The organization of information in rows and columns on a computer to allow calculations.

### **SGEP**

Scottish Executive Education Portfolio

Although this information is accurate 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/carers in December each year. It details the current policies and practices of both the council and the school

**THANK YOU FOR READING OUR HANDBOOK**  
**R McCarthy - Head Teacher**