

[www.calderbank.n-lanark.sch.uk](http://www.calderbank.n-lanark.sch.uk)



Calderbank Primary School Handbook

2017/18

*'Be safe, be happy, excel!'*

**Contents**

|  |  |
| --- | --- |
|  | **Page** |
|  |  |
| **Contents** | **2** |
| **Head Teacher Welcome** | **3** |
| **School Address and Details** | **4** |
| **Information about the School** | **5** |
| **School Staff** | **7** |
| **School/Nursery hours** | **8** |
| **School/Nursery year** | **9** |
| **Transfer/Enrolment** | **10** |
| **Equal Opportunities** | **11** |
| **The Curriculum for Excellence** | **11** |
| **Additional Support for Learning** | **16** |
| **The Improvement Plan** | **20** |
| **Spiritual, Moral, Social and Cultural Values** | **21** |
| **Extra Curricular Activities** | **21** |
| **Freedom of Information** | **21** |
| **Data Protection** | **21** |
| **Transferring Educational Data about Pupils** | **22** |
| **Child Protection** | **23** |
| **Discipline** | **23** |
| **Anti-bullying** | **24** |
| **Home and School Links** | **24** |
| **School Attendance** | **25** |
| **Clothing and Uniform** | **27** |
| **School Meals Service** | **28** |
| **Clothing Grant** | **29** |
| **Transport** | **29** |
| **Medical and Health Care** | **30** |
| **Information in Emergencies** | **30** |
| **The Parent Forum/The Parent Council** | **31** |
| **Supervision during non-class time** | **32** |
| **Placing Requests** | **32** |
| **Transfer to Secondary School** | **33** |
| **Important Addresses** | **34** |
|  |  |
|  |  |

**Head Teacher’s Welcome**

Dear Parent/Guardian,

We would like to welcome all new and returning parents and children to Calderbank Primary School and Nursery Class.

We are a small school who pride ourselves on building positive working relationships with our children, staff, parents and members of the wider community. Our key values are those of respect, trust and honesty and we always aim to work in partnership to ensure that our children have the best possible experiences and opportunities to develop their learning and develop as confident individuals, successful learners, effective contributors and responsible citizens.

We have developed our handbook as a whole school and aim to provide sufficient information to answer the commonly asked questions. Please also access our website. However, if you have any further questions or would like clarification on any matter please contact the school. We operate an open door policy and will either answer the questions instantly or arrange an appointment or telephone call at an appropriate time. Contact can be made through:

Telephone Number: 01236 632084

Email: [office@calderbank.n-lanark.sch.uk](mailto:office@calderbank.n-lanark.sch.uk)

Website: [www.calderbank.n-lanark.sch.uk](http://www.calderbank.n-lanark.sch.uk)

Kind Regards,

Mrs Gillian Matthews

Head Teacher



Calderbank Primary School

& Nursery Class



Main Street

Calderbank

North Lanarkshire

ML6 9SG

Telephone: 01236 632084 Fax: 01236 760918

Email: [ht@calderbank.n-lanark.sch.uk](mailto:ht@calderbank.n-lanark.sch.uk)

School Website: [www.calderbank.n-lanark.sch.uk](http://www.calderbank.n-lanark.sch.uk)

Headteacher: Mrs Gillian Matthews

 **INFORMATION ABOUT THE SCHOOL**

**Present Roll:** School 51

Nursery 16

**Planning Capacity:** School 100

Nursery 20

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

**Stages Covered:** Primary 1 – 7

Nursery Age 3 – 5 years

**Class Structure:** Class structure for session 2017/18 is:

Primary 1/2

Primary 3/4

Primary 5/6/7

**Composite Classes:** Composite classes are composed of children from more than

one primary stage. The formation of the composite class is

determined by the number of children in each year group but

occasionally with larger classes the determining factor for the

formation of the composite class is working groups i.e. children working at the same level in maths or language.

**Denominational Status:** Non-denominational

**Type of School:** Co-educational

**Community Facilities:** It is council policy that school accommodation is made available, as far as possible, outwith school hours for the community. Such groups, clubs, etc. may apply for a let in accordance with approved letting procedures and enquiries should be directed to the Community Education Office.

Department of Community Services

Municipal Buildings

Kildonan Street

Coatbridge

ML5 3BT

Tel: 01236 812407

Email: [school&facilitybooking@culturenl.co.uk](mailto:school&facilitybooking@culturenl.co.uk)

**Associated Secondary School:** Caldervale High School

Towers Road

Airdrie

ML6 8PG

Tel: 01236 794855

**Parent Council:** Chairperson for session 2017/18 is Miss Doyle Contact: Please contact through the school

**School Staff 2017**

**Head Teacher** Mrs Gillian Matthews

Overall responsibility for the administration, running and management of the school and nursery. To lead and manage learning and teaching, to lead and develop people, to lead change and improvement, to build community and shape policy making.

**Principal Teacher** Mrs Jennifer Wilson

First point of contact in the absence of the HT, leadership, teaching commitment, responsibility for nursery, school & nursery pastoral support, Support for Learning coordinator, French.

|  |  |  |
| --- | --- | --- |
| **TEACHING STAFF:**  **SCHOOL (5.5 FTE)** |  |  |
| **Stage** | **Class Teacher** | **Number of pupils** |
| **Primary 1/2** | Mrs Angela McCafferty | 19 |
| **Primary 3/4** | Miss Ellis McGinty | 15 |
| **Primary 5/6/7** | Mr Alan Leggate | 17 |
| **Non Class Contact** | Mrs Jennifer Wilson |  |

|  |  |  |
| --- | --- | --- |
| **TEACHING STAFF: NURSERY** | **STAFF MEMBER** | **CAPACITY** |
| **Nursery Teacher** | Miss Samantha Duncan |  |
| **Early Years Worker** | Miss Jennifer Marshall | 10 |
| **Early Years Worker** | Miss Jennifer McNair | 10 |
| **ASN Assistant** | Mrs Jo Campbell |  |
| **ASN Assistant** | Mrs Gillian Shanks |  |

|  |  |
| --- | --- |
| **NON-TEACHING STAFF** |  |
| **Senior Clerical Assistant** | Mrs Catherine Brannen |
| **Classroom Assistant** | Mrs Lorraine Lindsay |
| **ASN Assistant** | Mrs May Main |
| **ASN Assistant** | Mrs Anne Higgins |
| **Janitor/Cleaner** | Miss Trisha Doyle/Mrs Anne Troland |
| **Catering Supervisor** | Mrs Joan Love |
| **Breakfast Club Supervisor** | Miss Trisha Doyle/Mrs Anne Troland |

****

**School Hours**

Breakfast Service 8.15 am – 8.45 am

School Opens 9.00 am

Morning Break 10.30 am – 10.45 am

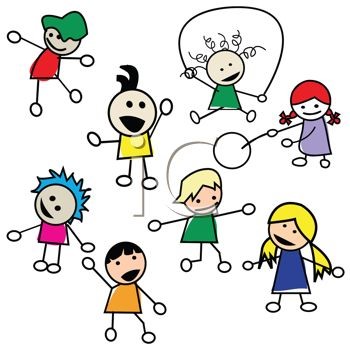
Lunch Break 12.15 pm – 1.00 pm

School Closes 3.00 pm

**Nursery Hours**

Nursery Opens 8.40 am

Nursery Closes 11.50 am



Please note that all Primary 1 pupils will require to attend full-time education from the first day of the new session.

Parents should note that because of the isolated position of the school and its close proximity to main roads, no child is permitted to leave school at lunch time unless the parent has provided written permission.

If a child has an appointment or needs to be collected during the school day, the school should be informed by letter or telephone call prior to the appointment. Children must be collected from the school office.

There is no after school care linked with Calderbank Primary School at present. Any parent interested should speak to the Head Teacher.

**The School Year**

North Lanarkshire Council

Proposed School Holiday Arrangements

Session 2018/19

|  |  |
| --- | --- |
|  |  |
| **August 2018** |  |
| **In-service day (all areas):**  **In-service day (all areas):**  **Pupils return to school:** | Tuesday 14 August 2018 Wednesday 15 August 2018 Thursday 16 August 2018 |
| **September 2018** |  |
| **September weekend holidays:** | Friday 21 September 2017 and Monday 24 September 2018 (inclusive) |
| **October Week 2018** |  |
| **October break:** | Monday 15 October 2018 to Friday 19 October 2018 (inclusive) |
| **November 2018** |  |
| **In-service day (all areas):** | Monday 19 November 2018 |
| **Christmas 2018** |  |
| **Christmas and New Year holidays:** | Monday 24 December 2018 to Friday 4 January 2019 (inclusive) |
| **Mid Term February 2019** |  |
| **Mid-term break:**  **In-service day (all areas):** | Monday 11 February and Tuesday 12 February 2019  Wednesday 13 February 2019 |
| **April 2019** |  |
| **Spring Break:** | Monday 1 April 2019 to Friday 12 April 2019 (inclusive)  \*Good Friday 19 April 2019  \*Easter Monday 22 April 2019 |
| **May Day 2019** |  |
| **May Day Holiday:**  **In-service day (all areas):**  **Mid-term holiday:** | Monday 6 May 2019  Tuesday 7 May 2019  Friday 24 May 2019 and Monday 27 May 2019 |
| **Summer 2019** |  |
| **Schools closes** | Friday 28 June 2019 |

**TRANSFER / ENROLMENT**

The enrolment of children due to start school in August will normally be done in January, during a week set by Education, Skills and Youth Employment and published in the local press.

During that week, parents who reside in the local area should bring their child along to school with the child’s birth certificate and council tax bill as proof of address.

Parents who reside outside the local area but wish their child to attend Calderbank should contact the Head Teacher of their local school and enrol their child in the first instance. Parents would indicate they wish to make a placing request to Calderbank through their local school at this time.

Registration at other times can be made by a personal visit to the school. An appointment is not necessary.

**Induction Programme for Primary One Pupils**

There is a comprehensive induction programme for Primary One pupils. After enrolment, children are invited to visit the Primary One classroom to try out some of the activities they will meet on starting school. They have the opportunity to experience a playtime and parents and children are invited to join us for lunch. Parents are also invited to meet the staff and learn more about the school, our routines and our curriculum. School staff work with staff in the nursery to ensure their progress through the early level is continued and builds on progress already made.

**Placing Requests**

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. Placing requests to Primary School does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council’s website. Parents and Young People have a right under the Additional Support for Learning Act 2009 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

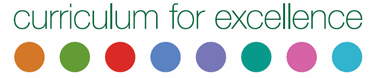
**EQUAL OPPORTUNITIES & SOCIAL INCLUSION**

Calderbank is committed to eliminating all forms of discrimination including disability, gender and religion; promotion of equality of opportunity and good relations. Calderbank is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people.

Implementation of the Education, Youth and Communities 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 https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland

The school policy can be found as Appendix A.

**CURRICULUM FOR EXCELLENCE**

****

**What is Curriculum for Excellence?**

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated.

All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

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

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.

**What are the curriculum areas in Curriculum for Excellence?**

There are eight Curriculum areas:

Expressive Arts Religious and Moral Education

Health and Well -being Sciences

Languages (literacy) Social Studies

Mathematics (numeracy) Technologies

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

**Learning is divided into two phases:**

The Broad Education (BGE) is from nursery to the end of Secondary School Year 3.

Learning is divided into levels. The levels are as follows:

LEVEL STAGE

Early the pre-school years and P1 or later for some

First to the end of P4 but earlier or later for some

Second to the end of P7 but earlier or later for some

Third and Fourth S1-S3, but earlier for some

Senior Phase S4 – S6 and college or other means of study

**How will my child’s learning be assessed?**

Assessment takes place through everyday learning activities and through specific assessment tasks or tests. Various methods of assessment are used; both informal and formal and using an approach best suited to the learning that has taken place. This includes:

* + Formal and informal observations
  + Discussion and questioning
  + Evaluation of final products
  + The evaluation of written tasks
  + Presentations
  + Class / group assessments
* National 4 and 5 qualifications were introduced in 2013/2014
* Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence.
* New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

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

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

More information on attainment and achievement can be found on the Education Scotland Website at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

**Health and Wellbeing (Including Physical Education)**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. In Calderbank we work with partners in order to take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context. We fully implement all aspects of Health and Wellbeing including themes relating to substance misuse, relationships, sexual health and parenthood. A copy of the health and wellbeing programme is available on request.

All pupils participate in a planned programme of P.E. and Sports development. At P7, children have the opportunity to take part in a residential excursion to an outwards bound centre. We work closely with our Active School’s Coordinator to provide a variety of extra-curricular clubs and to participate in a range of sporting events. Children at P5 attend swimming lessons.

**Language (and Literacy)**

One of the greatest gifts we can give a child is the ability to read. We believe that reading should be an enjoyable activity, and our approach to reading is based on this. In the very early stages, children develop the ability to hear and articulate the sounds in words. As they progress, learning focuses on the relationship between sounds and letters, developing their ability to read frequently used words and using their experience and prior knowledge to gain meaning from the text. For beginning readers, we use texts from a variety of reading schemes which have been colour banded according to level of challenge. As children progress, they move from skinny novels to longer novel studies. Children experience poetry, playscripts and non-fiction texts throughout all stages. We aim to develop a love of reading and therefore encourage our pupils to take books home and share them with you.

Listening and Talking skills are developed in all language activities and through other curriculum areas. Further opportunities to practice talking and listening are provided in the early years through purposeful play activities and at the later stages through debates, presentations and public speaking.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of punctuation, spelling, grammar and correct letter formation.

We use materials produced by North Lanarkshire to teach writing, thus ensuring progression and continuity throughout the stages. At each stage, children meet a range of genres, including; narrative, instructional and persuasive. They have opportunities to apply this knowledge in other curriculum areas and in writing for a real purpose, e.g. letters, posters, contributing to website and blog.

**Modern Languages**

We are developing a French programme starting from Nursery to P7. Spanish will be introduced at the latest by the P5 stage.

**Mathematics (numeracy)**



In our Maths and Numeracy programme, children study the basic number skills of addition, subtraction, multiplication and division as well as developing problem solving and practical skills, such as measuring and weighing. Calculator work, information handling and the use of databases develop the skills necessary for learning, life and work. Teachers use a variety of published resources and text books, ICT programmes and active tasks to engage and meet the differing needs of our learners. Children are also encouraged to apply their maths and numeracy skills across the curriculum. A range of resources are used to teach children mathematics e.g. Heinemann Active Maths, Scottish Heinemann and TeeJay Mathematics. All children will have experience in the following areas of Mathematics:

* Number, Money and Measurement
* Shape, Position and Movement
* Information Handling
* Problem Solving and Enquiry

**Sciences**

At Early Level, children explore a variety of science concepts through interdisciplinary learning themes and purposeful play activities. At all other stages, there is a planned programme of science themes which will encourage pupils to develop a curiosity and understanding of their environment and their place in the living, material and physical world. Through our science curriculum, children develop and practice a range of investigation skills, such as; predicting, testing, experimenting, presenting and interpreting data and drawing conclusions.

**Technologies (Including ICT)**

All classes, including the nursery, use our ICT equipment to develop and apply computing skills. The school has a range of Computer hardware. There are Interactive Smart Boards, IPads and internet access in all classrooms and we have additional computers for support and challenge and small group tasks.

**Social Studies**

Through the Social Studies programme, our pupils will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. Children learn about local, Scottish and World history and study our local area, other parts of Scotland and the wider world.

Educational visits are often arranged to places such as Summerlee, Motherwell Heritage Centre or other local places of interest to support our social studies programme.

**Expressive Arts (Drama, Art and Design, Music and Dance)**

Planned programmes and interdisciplinary learning experiences encourage our children’s expressive and creative development. Theatre visits, class assemblies, participation in performances and celebrations further enhance this area.

**Religious and Moral Education**

C:\Users\Daniel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MLY10866\MC900056148[1].wmfOur RME programme gives opportunities for children to reflect on their own values and develop respect for beliefs and practices that are different from their own. Children look in detail at three main religions: Christianity, Islam and Judaism. Themes such as Anti-Racism, Anti-Sectarianism and Anti-Semitism are also explored. We create opportunities for children to experience aspects of festivals and celebrations (e.g. music, customs and food) and to visit a variety of places of worship.

**Homework**

Although homework is not compulsory in Scottish schools, we value and encourage parents’ active involvement in their child’s learning. Homework tasks are designed to involve closer partnership between home and school. Types of homework might include:

* Reading (class reading book, Home Reader)
* Language and Maths (Number, Reading/Spelling activities)
* Project Work (reading, researching, writing, designing, making within the class theme)

Parents know their child well and they should be aware of how long he/she can spend on homework tasks. We recommend, however, that no more than 30 minutes per day should be spent on homework, particularly at the early stages. If homework presents a problem, it is important that the class teacher gets to know. Please do not hesitate to contact the school if this proves to be the case.

**Additional Support for Learning**

Calderbank Primary School complies with Learning (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

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

The term additional support needs refers to any child who, for whatever reason, requires additional support for learning. These support needs can arise from any factor which causes a barrier to learning. Children who require additional support for a variety of reasons may include those who:

**Have motor or sensory impairments**

**Are experiencing bullying behaviour**

**Are particularly able or talented**

**Have experienced a bereavement**

**Have a learning difficulty**

**Are living with parents who are misusing substances**

**Are living with parents who have mental health problems**

**Have English as an additional language**

**Are not attending school regularly**

**Have emotional or social difficulties**

**Are on the child protection register**

**Are young carers**

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

**Implementation**

Our school has clear procedures in place at classroom level to provide for the identification and support of individual pupil needs. The framework is as follows:

**Level One – Support within the Class or School**

Class teachers take responsibility for managing the progress of all children in their class and use their professional skills to adapt the pacing and content of the curriculum to meet the individual needs.

The teachers plan appropriate support for all pupils, making use of additional resources within the school as appropriate.

C:\Users\Daniel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0N733CH\MC900088956[1].wmf

**Level 2 – Support from within Education Youth and Communities**

For some pupils support from other services within Education, Youth and Communities may be requested. These services would include the Educational Psychologist, Community, Learning and Development or other support services from within Education. Requests can be made for children who have English as an additional language.

**Level 3 – Requesting Support from another agency (joint working with partner agencies in Health, Social Services and 3rd Sector organisations**

When further planning is required to further develop the wellbeing of children and young people, the Named Person may make a request for assistance from colleagues in partner agencies.

**Level 4 – Integrated and Compulsory Working with Other Agency or Agencies**

This is when relevant agencies (the child’s network of support) identify targeted interventions are required to promote the wellbeing of the child and these are included in a Child’s plan. At this stage a Lead Professional is identified to co-ordinate the support around the child.

Mrs Jennifer Wilson, Principal Teacher, is the Additional Support for Learning Coordinator. Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

**Planning**

GIRFme plans enable staff to plan effectively for children with Additional Support Needs.

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

A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP progress. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

**Dispute Resolution**

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

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

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

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

**Improvement Plan 2017/18**

Our school vision statement is:

***'Be safe, be happy, excel!***'

This is underpinned by our values of TRUST, RESPECT and HONESTY.

At Calderbank Primary School, we believe that learning should be relevant, purposeful and enjoyable. We work together to equip each child with the skills they need for learning, life and work in an ever changing world. We aim to develop confident individuals, who have high expectations and are proud of their achievements.

We are committed to Getting It Right For Every Child. Working with parents and partners, we aim to meet the needs of all pupils in a safe, supportive and inclusive environment.

At Calderbank Primary School, we encourage respectful relationships and actively promote children’s rights.

We are committed to sustainability, equality and fairness, and believe that our school community can make a difference to our world at a local, national and global level.

We are proud of our school and work hard to make it the best that it can be.

The school’s most recent School Improvement Report can be found in Appendix B.

The full School Improvement Plan can be issued on request, but the main priorities are as follows:

Improvement Priority 1

To continue to raise attainment in literacy and numeracy

Improvement Priority 2

To develop the curriculum to ensure breadth and balance across all curricular areas and contexts for learning that also reflects the vision and values statement and curriculum rationale that will be created after consultation with pupils, parents and other stakeholders.

Improvement Priority 3

To meet the needs of all our learners through effective assessment and planning of HWB.

**Spiritual, Social, Moral & Cultural Values**

The aim of religious education is to help pupils to explore and understand religion as it is found in the local community and in the wider world. Pupils become more familiar with Christianity and other major religious traditions and they learn about what people believe, how they worship and celebrate, and how religion affects their everyday life. Programmes of Study for Christianity, Islam and Judaism follow National Guidelines on Religious and Moral Education.

The school and nursery are non-demonimational but there will be regular opportunities for religious observance/personal reflection. These opportunities are likely to occur at Harvest, Remembrance Day, Christmas and Easter and at occasional assemblies delivered by visiting speakers. Parents who do not wish their child(ren) to participate in these occasions should inform the school and alternative arrangements can be made.

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

**School Ethos**

The ethos is built around the vision, values and aims of the school. The school seeks to create a caring and inclusive environment where achievements are celebrated. A copy of the school’s policy on Promoting Positive Behaviour can be found in Appendix C.

**Extra-Curricular Activities/Out of School Learning**

Out of school hours learning varies from year to year. Our after-school and lunchtime clubs offer pupils the opportunity to experience/gain expertise in activities such as fitness, netball, baking, badminton, crafts, ceramics, gardening, board games, cross country and athletics.

Educational outings to enhance teaching and learning are organised throughout the year for all classes and this generally involves parental help.

**Freedom of Information**

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

**Data Protection**

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to Freedom of Information and Records Management Officer.

**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 data protection rights

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

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

Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, [**www.scot****xed.net**](http://www.scotxed.net).

**Child Protection**

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

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

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

Child Protection Co-ordinator is: Mrs Gillian Matthews Telephone Number: 01236 632084

**Adult Protection**

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

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

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

The Adult Protection Co-ordinator is: Mrs Gillian Matthews Telephone Number: 01236 632084

**Anti-bullying**

**C:\Users\Daniel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X2M7RQSU\MC900438229[1].wmf**The school policy, known as the Respect Policy, can be found in Appendix D

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

**Home and School Links**

**“Successful home/school partnership working depends on the development of mutual trust and respect between school and parents. Schools need to use the skills, knowledge and experiences that ALL parents and ALL staff bring to the school to support children’s learning.**

**The development of good relationships when things are going well can make it easier for both parents and teachers to make contact when either of them has a concern.”**

From ‘Parents as partners in their children’s learning’

Calderbank operates an open door policy. If parents need to discuss any issues they are more than welcome to make an appointment to speak to the Head Teacher or staff at a mutually suitable time. Staff do aim to meet with parents when they come to the school however, if there is no appointment, staff cannot guarantee to be available due to other school commitments.

C:\Users\Daniel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MLY10866\dglxasset[1].aspxWe welcome Parent Helpers for trips, Golden Time, Eco etc. If any parent has a particular interest or talent then please let us know. We welcome parental help and support.

We are fortunate to have a Community Learning and Development School Worker, Charlie McLaughlin who provides support for parents and seeks opportunities to develop home/school partnership. He can be contacted on 01236 638 532.

**School Attendance**

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

Should the school at any time be concerned about a child’s attendance at school a letter will be sent to the parents to advise them of this concern and to invite them to the school to discuss the situation. or to refer pupils to the Reporter of the children’s hearings, if necessary.

Attendance rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

**Clothing & Uniform**

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

**Calderbank Primary School Uniform**

Grey/black trousers, skirt or pinafore, white shirt and school tie, black sweatshirt, white polo top.

The school uniform may be bought quite easily in local shops/ Scotcrest Stores.

Ties are available from the school office.

**PE Kit**

Gym shoes / trainers for outdoor PE

Black shorts or tracksuit bottoms and white t –shirt (white polo top may be worn)

Leave jewellery at home.

Earrings should be taped before coming to school.

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

• could potentially encourage factions (e.g. football colours)

• could cause offence (e.g. anti-religious symbolism or political slogans)

• could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery.

• are of flammable materials which may be a danger in certain classes (e.g. shell

suits)

• could cause damage to flooring

• carry advertising in particular for alcohol or tobacco, and

• could be used to inflict injury to other pupils or to be used by others to do so.

Parents of children 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 is at the discretion of the Assistant Chief Executive, Education,Youth and Communities. Information and application forms may be obtained from any school or First stop shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), housing benefit, council tax rebate.

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

The Council wishes to minimise claims arising from the loss of pupils’ clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc, are not brought to school. Parents should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.

**School Meals Service**

The school dining room offers very good value and excellent service, providing a healthy choice of meals or snacks each day. A menu is regularly issued. A 3 week menu operates, copies of which can be obtained from the school or found on North Lanarkshire’s website. Facilities are also available for those children who prefer to bring a packed lunch.

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child’s Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child’s school or dietician, or from North Lanarkshire’s catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child’s dietary requirements.

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

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

Only primary school children who receive a free school meal are entitled to free milk. Milk may, however, be available for purchase in the school during the lunch period. Nursery children are entitled to free milk.

As of January 2015, all P1-P3 pupils are entitled to a free school meal.

Children of parents receiving Income Support, Universal Credit, Job Seekers Allowance (income based), and Employment & Support Allowance (income related) are entitled to a meal without charge.

Early Years Provision – If your child is aged between 2 and 4 years and attends a North Lanarkshire Council or Partnership Provider Nursery, in the middle of the day, may now or in the future be entitled to a free meal. Parents must be in receipt of any of the qualifying benefits above or in receipt of State Pension Credit or Incapacity and Severe Disablement Allowance. Your child will also be entitled if they are or have been at any point since their second birthday looked after; the subject of a kinship care or guardianship order.

Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge.

Only primary school children who receive a free school meal are entitled to free milk. Milk may, however, be available for purchase during lunch time.

Clothing Grant

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

Transport

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Education, Youth and Communities. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred. Not necessarily for the start of term.

**Pick-up Points**

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

**Medical and Health Care**

Each child is given a medical examination, which takes place normally in the first year of primary school, by staff of Lanarkshire Health Board. Parents are notified by letter when their child is to be medically examined and are asked to attend if possible. In addition to this, periodic sight and hearing tests are carried out. If anything abnormal is noticed, the parents are notified immediately so that the appropriate action might be taken.

Dental inspections are also carried out on a routine basis in primary schools, and parents are offered any necessary treatment for their children, although they may choose to go instead to the family dentist.

When a child takes ill at school the parent is contacted. If neither of the parents is available the emergency contact given by the parent will then be notified. Where an accident occurs, the parent, again, will be contacted. In addition to this, any appropriate action will be taken quickly if emergency measures are necessary. It is vital that the school is kept informed by parents of the particular medical requirements of any child and also of any change in emergency contact telephone numbers.

The school should be made aware of any particular medical requirements a child has. Administration of Medicine forms, for medication to be administered during the school day, can be obtained from the school office. If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment.

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

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and on North Lanarkshire Council’s website and Twitter.

**The Parent Forum**

C:\Users\Daniel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\24ZD8KL4\MC900105180[1].wmfAs 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’ learning
* Be told about opportunities to be involved in the school
* Have a say in selecting a Parent Council to work on behalf of all parents at the school
* Be invited to identify issues for the Parent Council to work on with the school.

**The Parent Council**

The Parent Council is composed of a Chairperson, Treasurer, Secretary and Committee Members. The Chairperson 2017/18 is Miss Doyle. Miss Doyle can be contacted through the school office. Further information can be found on the school website. The head teacher will be the professional adviser to the Parent Council.

The Parent Council’s rights and duties include:

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

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

**Supervision in Non-Class Times**

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

At least one staff member supervises the playground areas at morning break and lunch. On occasion the Principal Teacher and the Head Teacher may also patrol the playground areas.

During inclement weather the school doors will open at **8.45** a.m. and children gather in the school hall until 9.00 a.m.

Transfer to Secondary Education

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 arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils in this school normally transfer to:

CALDERVALE HIGH SCHOOL

TOWERS ROAD

AIRDRIE

ML6 8PG

TEL: 01236 794855

Important Addresses

|  |  |  |
| --- | --- | --- |
| North Lanarkshire Council  Education, Youth and Communities,  Municipal Buildings  Kildonan Street  Coatbridge  ML5 3BT  🕿 01236 812222 | Gerard McLaughlin  Education Officer  Education, Youth and Communities  Kildonan Street  Coatbridge  ML5 3BT  🕿 01236 812222 | Jackie Cahill  Continuous Improvement Officer  Education, Youth and Communities  Kildonan Street  Coatbridge  ML5 3BT  🕿 01236 812222 |
| Karen Clarkson (Airdrie area)  Additional Support Manager  C/O ICT Base  Caldervale High School  🕿01236 632233 | Charlie McLaughlan  CLD Worker (Schools)  Airdrie CLD Locality Office  Chapelside Community Centre  Waddell Street  Airdrie  ML6 6JU  Tel: 01236 638 532 | Airdrie Social Work Department  Coats House  Gartlea Road  Airdrie  ML6 9JA  🕿 01236 757000 |
| NHS Lanarkshire  Airdrie Health Centre  117 Graham Street  Airdrie  🕿 01236 772200 | Councillor M Coyle (SNP) Councillor Di Mascio(SNP)  Councillor McNeil (LAB)  Councillor Watson (CON)  Motherwell Civic Centre  Windmillhill Street  Motherwell  🕿 01698 302222 | Airdrie Area Resource Centre  Victoria Primary School  Airdrie  🕿 01236 638373 |

You can also get help and advice from:

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

Tel: 0345 123 2303

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

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

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

**Resolve** Tel: 0131 313 8844

(Independent Adjudicator)

**Scottish Independent Advocacy Alliance**

London House

20-22 East London Street

Edinburgh

EH7 4BQ Tel: 0131 524 1975

[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

**Reference to Additional Support Needs Tribunal (Scotland)**

ASNTS

Europa Building

450 Argyle Street

Glasgow

G2 8LH Tel: 0141 302 5860

ASNTSinquiries@scotland.gsi.gov.uk

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

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

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