

Chapelgreen Primary School and Nursery Class



EDUCATION & FAMILIES



School Handbook 2025

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Dear Parent/Carer

Welcome to Chapelgreen Primary and Nursery Class. This handbook has been created to give you important information regarding the education your child will receive in Chapelgreen Primary and Nursery Class and the supportive, nurturing environment that this will take place in. It will hopefully answer many questions that you may have about sending your child to school and nursery but we appreciate that this can be a worrying time for you, so please feel free to contact us if you would like further information or just the chance to talk through any concerns you may have.

Kind Regards

Siobhan McLeod
Head Teacher

Our Vision

***To empower every child to be the best they can be,
believe in themselves,
and have the courage to never give up.***

Our Values

***Be respectful,
Be responsible,
Be Honest,
Be Kind***

Aims and Objectives

In Chapelgreen Primary and Nursery Class, we aim to provide

- A positive, nurturing learning environment where every child feels happy, safe and valued;
- A curriculum that is differentiated to meet the needs of learners promoting fairness, equality and social justice;
- An ethos of achievement that celebrates both personal and wider involvement in school/nursery and the community creating responsible citizens, successful learners, effective contributors and confident individuals;

Chapelgreen Primary School & Nursery Class

Mill Road

Queenzieburn

Kilsyth

G65 9EF

Tel: 01236 794836

E-mail: nlmcleods1@northlan.org.uk (HT)
enquiries-at-chapelgreen@northlan.org.uk (General)

Website : <https://blogs.glowscotland.org.uk/nl/chapelgreen>



SCHOOL INFORMATION

Chapelgreen Primary is a non-denominational and co-educational school for children between the ages of 5 and 12 years. The Nursery Class is located in the school grounds. The school and nursery stand in spacious grounds in a rural setting serving the village and community of Queenzieburn. At Chapelgreen we are committed to eliminating all forms of discrimination and the school is committed to assessing all policies and practices to ensure there is no negative impact on any group of people. The present school roll is 47 but the school has a total capacity of 100 pupils. Parents should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

PARTNERSHIP SCHOOL

Chapelgreen Primary and Nursery Class is a partnership school with Banton Primary in Kilsyth. Both schools have the same Head Teacher and this is known as a Shared Headship.

Shared Headship can allow smaller, outer-lying or rural schools to remain open to serve its community. Each school maintains their own unique identity, community, budget and staffing. Being in a partnership school has got many benefits to each of the schools. Chapelgreen and Banton are smaller schools but now we can combine pupils to represent teams in sports activities and share the cost of buses to attend community events. We can also share expertise and resources across both schools too thus ensuring pupils get the best from the partnership.

What does it mean for parents/pupils if it is a Shared Headship?

The Head Teacher works as part of a team in both schools. As parents/carers you will still be able to contact the Head Teacher if required and your child will still receive a quality education and be well-cared for. The main difference is that the Head Teacher is physically off the premises for half of the week at the other school. There is a Principal Teacher in both schools who deputises when the Head Teacher is not in the building, which is the same practice in every school. The Management Teams in both schools operate successfully through careful planning and effective communication.

FACILITIES

The school building comprises of 4 classrooms, 3 offices, staffroom and toilets. There is a gym hall which is also used for dining, physical education, drama, music and performances. Outdoors we have a trim-trail, climbing wall, basketball hoops, outdoor shelter/classroom and a growing area.

The nursery building consists of one room with a fitted kitchen area, a small cloakroom with toilets. There is a lovely outdoor area for children to explore the natural environment, a path for cycling, an outdoor house and plenty of storage.

COMPOSITE CLASSES

The classes within the school are composite or multi-composite, that means they include children who started their formal schooling in different years. However, the form of organisation and group teaching that is used in the school allows children to progress at their own pace and no child will be “held back” because he or she is part of a composite class. At some time during primary schooling, some children may remain in the same classroom for a second or third year but they will not repeat the same work programme. Like others in their working group, they will progress to the next stages as and when they are able to do so.

COMMUNITY FACILITIES

*Any organisation wishing to book a let to use the school facilities out of hours may obtain an application form from the Community Learning and Development Area Office, Muirfield C.E. Centre, Brown Road, Seafar, Cumbernauld, G67 1AA website:
<http://www.northlan.gov.uk> Telephone 01236 453237 Fax 01236 453237.*

NB Lets should normally be applied for at least two weeks prior to the required date.

ASSOCIATED SECONDARY SCHOOL



Kilsyth Academy
Balmalloch Road
Kilsyth
G65 9NF
01236 757636

Chapelgreen Primary School & Nursery Class Staff

December 2024

Head Teacher Mrs S McLeod
Principal Teacher Mrs R Savva

Class Teachers

P1-3 Miss R Richardson
P3-5 Mrs Brodie/Mr Lees (Wed)
P6/7 Miss L Tagg
NCC Mr Lees Total number of teaching staff= FTE 4.8

Nursery Staff

Lead Practitioner Mrs J Beveridge/Mrs S Gogna (temp)
Keyworker Ms A Coburn
Support Worker Mrs S Saeed (am)/ Miss H Foulner (pm)
Support Worker Miss S Whyte (Lunch) (Temp)

Support Staff

Senior Clerical Assistant Mrs E Quinn
A.S.N. Assistant/
Breakfast Club Assistant Mrs M Shevlin
A.S.N. Assistant Miss C Kennedy
Janitor/Cleaner Mrs A Marshall
Catering Assistance Mrs M Petrie

Visiting Staff

Educational Psychologist Mr A Donaldson
Active Sports Co-ordinator Mrs J Brennan
Kodaly Ms C Howarth

SCHOOL HOURS

School opens at : 9.00am daily
Morning Interval : 10.30am to 10.45am
Lunch Time : 12.15pm to 1.00pm
School closes at : 3.00pm



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

NURSERY CLASS

The nursery operates a day session beginning at 9am and finishing at 3pm as part of the Expansion Programme 1140hrs. The Nursery Class accesses the gym hall in the school for lunches, Physical Education, and Celebrations.

OUT OF SCHOOL CARE FACILITIES

Kilsyth Children's Club is registered for 70 children per day. It is registered with the Care Inspectorate. The registration number is CS2004078134.

They offer:

Breakfast Club 7.30am - 9.00am
After School Care 3.00pm - 6.00pm
Holiday Care 7.30am - 6.00pm

Kilsyth Children's Club take the children to school after the Breakfast Club and collect the children from school for After School Care. E-mail address is kidsclub.kcc@gmail.com A parent information pack is available electronically on [https://us5.campaign-archive.com/?e=\[unqid\]&u=e91dcd58ef46d9d49902b6796&id=8319eb5045](https://us5.campaign-archive.com/?e=[unqid]&u=e91dcd58ef46d9d49902b6796&id=8319eb5045)

School holiday arrangements 2025/2026

August 2025

In-service day: Monday 11 August 2025

In-service day: Tuesday 12 August 2025

Pupils return: Wednesday 13 August 2025

September 2025

September weekend: Friday 26 September and Monday 29 September 2025

October 2025

October break: Monday 13 to Friday 17 October 2025 (inclusive)

November 2025

In-service day: Monday 17 November 2025

December 2025 - January 2026

Schools close: Friday 19 December 2025 at 2.30pm

Christmas/New Year holidays: Monday 22 December 2025 to Friday 2 January 2026 (inclusive)

Schools return: Monday 5 January 2026

February 2026

Mid-term break: Monday 16 February 2026 and Tuesday 17 February 2026

In-service day: Wednesday 18 February 2026

April 2026

Schools close: Thursday 2 April 2026 at 2.30pm

Spring holiday (Easter): Monday 6 April to Friday 17 April (inclusive)

Schools return: Monday 20 April 2026

May 2026

May holiday: Monday 4 May 2026

In-service day: Thursday 7 May 2026 (coincide with elections, may be subject to change)

May weekend: Friday 22 May 2026 to Monday 25 May 2026 (inclusive)

June 2026

Schools close: Wednesday 24 June 2026 at 1pm

Please visit NLC website for the most up-to-date information about holidays, and school closures, throughout the year.

ENROLMENT & TRANSFER IN PRIMARY SCHOOL

Advertisements are placed in the local newspaper each year in January announcing the dates for the enrolment of P1 pupils. Due to Covid, an electronic process has been introduced. Children who reach five years of age between 1st March 2024 and 28th February 2025 should start school in August 2025.

To enrol a child, parents make an application to the local school within their catchment area during the announced dates. Parents must provide their child's birth certificate and a council tax bill/statement as proof of address and provide details of emergency contacts to complete the enrolment.

If you wish your child to attend a school that is not in their catchment area, you will still enrol at the local school but inform the school you are making a placing request and you will be given a leaflet to complete.

Primary 1 Transition Programme

Our aim is to make the transition to primary school as smooth as possible. To ensure this, a member of staff will visit your child in their pre-school setting as well as creating further opportunities for you and your child to attend school. During this time, you will have a chance to find out more about the school and ask questions as well as providing your child with the chance to meet other children and, when possible, their Primary 1 teacher.

Transfer from Primary School

If your child is already attending school and you would like to transfer your child to Chapelgreen Primary, please contact the school office to arrange a suitable time to visit or email enquiries-at-chapelgreen@northlan.org.uk. If you live outwith the catchment area of Chapelgreen Primary you will be required to make a placing request.

Enrolment to Nursery

Any child who will be three years of age on or before 28 February 2025 will be entitled to a funded nursery place during session 2025/26

- Children who reach 3 years of age between 1 March 2025 and 30 August 2025 can start from August 2025 following their birthday.
- Children who reach 3 years of age between 1 September and 31 December 2025 can start from January 2026 following their birthday.
- Children reaching 3 years between 1 January 2026 and 28 February 2026 can start from April 2026 following their birthday.

You can complete an application online, supported by a photo of your child's birth certificate and council tax notice. At Chapelgreen Nursery Class, children will be offered five daily sessions per week from 9am - 3pm.

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 arrangements no later than December of the year preceding the date of transfer at the start of the new session. Pupils will normally transfer to-

Kilsyth Academy
Balmalloch Road
Kilsyth
Tel: 01236 757636

During the summer term prior to transfer, opportunities are usually provided for visits of parents and pupils to the secondary school when arrangements for transfer are explained and information given about the secondary school.

EQUAL OPPORTUNITIES

We are committed to eliminating all forms of discrimination including race, disability, gender and religion and to promoting equal opportunities and social justice within the curriculum within the daily routines of the school and in all social and sporting activities. We aim to treat all children equally and take seriously any reported racist/inequalities incidents. Schools are required to notify the local authority of all racist incidents and all racial incidents are fully investigated. The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

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

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

What is a Curriculum for Excellence?

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

The purpose of Curriculum for Excellence is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners. Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity.

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

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education.

The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun. These contexts are:

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

What are the Curriculum for Excellence levels?

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

Level	Stage
Early	the pre-school years and P1
First	to the end of P4
Second	to the end of P7
Third and Fourth	S1 to S3
Senior Phase	S4-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 covers years S1 to S3, and may be subdivided further into individual subjects.

Expressive Arts

Religious and Moral Education

Health and Well Being

Sciences

Languages and Literacy

Social Studies

Mathematics and Numeracy

Technologies

LANGUAGES (Literacy/Modern Language)

Literacy and Language

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. The Literacy and English framework, promotes the development of critical and creative thinking as well as competence in listening and talking, reading and writing. There is also the opportunity to develop the personal, interpersonal and team-working skills which are so important in life and in the world of work through North Lanarkshire's Active Literacy Programme.

Listening and Talking

We encourage our children to listen carefully and to make sense of what they hear. We aim to develop this ability so that pupils can gain maximum benefit from all that goes on around them. Talking is a personal means of expression and we aim to develop and clarify this means of communication to help pupils to become more fluent, accurate and more succinct when expressing facts, ideas, thoughts and feelings.

Reading

At the early stages, children are taught a number of strategies to help them read. As the children progress, their basic reading skills are first consolidated and then developed to encompass the higher order reading skills required by more sophisticated readers. Our principal published resources are PM Books, Literacy Links and novels. We have a large selection of Home Readers for use throughout the school and a well-stocked school library. We aim to create confident, critical and efficient readers who read for pleasure and for information.

Writing

Writing provides the means to express opinions and emotions as well as to communicate. Pupils are given contexts to structure their writing within different genres, such as letter writing, narrative, recount, instructions and persuasive writing. Grammar, Spelling and Handwriting are also taught through the Active Literacy and Reading programme.

Modern Foreign Languages:

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. In Banton Primary, French is the modern language taught in P1-7 with P5/6/7 experiencing a further Foreign language using a topic approach.

MATHEMATICS (numeracy)

At every stage in the school and nursery, children will spend time on a balance of practical, mental and written tasks involving-

- INFORMATION HANDLING
- NUMBER, MONEY, MEASUREMENT
- SHAPE, POSITION, MOVEMENT

Mathematical ideas and language are introduced from the beginning and are related to real life situations. This approach continues throughout the course so that children may be led to recognise the relevance of mathematics to the solving of problems. Pupils are given the opportunity to apply their skills in problem-solving contexts. The mathematics resources used throughout the school are “Scottish Heinemann”, “TENS”, Numicon and TEEJAY. An essential feature of the course is the importance placed on practical and interactive activities designed to promote understanding.

EXPRESSIVE ARTS

The expressive arts cover an extremely important range of the school’s programme of activities. Through music, art, dance and drama the children will learn to express ideas, thoughts and feelings in different ways. By taking part in such activities, they can learn to extend their range of communication skills. The arts also provide excellent opportunities for performance.

SOCIAL STUDIES, SCIENCE AND TECHNOLOGIES

Our aim is to provide for the progressive development of our pupil’s knowledge and understanding of the world in which they live. This in turn will encourage their development of attitudes and values, which are consistent with the care, and conservation of our environment.

As the pupils explore the environment, they will study the following broad areas:

Social Studies - looking at people in the past, people in place and people in society.

Sciences - studying the earth, forces and electricity, materials, biological systems and topical science.

Technologies - looking at how technological developments impact on society, how we can use ICT to enhance learning, business and computing science contexts, food and textiles, craft, design, engineering and graphics contexts. Pupils have access to a range of ICT resources including a SmartBoard, iPads and Laptops for curricular development and personal research.

RELIGIOUS AND MORAL EDUCATION

Pupils will study aspects of religions focusing on the key people within them, artefacts, symbols and beliefs. Pupils will learn who and what is important to the different religions of Christianity, Judaism and Islam. This is usually delivered through a topic or during an assembly, such as Harvest, Christmas, Easter and Summer.

HEALTH & WELLBEING

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. We will use a variety of resources to deliver these areas such as the Healthy Schools Programme, PATHs, Co-operative Learning, Health and Wellbeing Indicators and Circle-Time.

Health and wellbeing will be explored in the following broad areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical Education, physical activity and sport
- Food & health
- Substance misuse
- Relationships, sexual health and parenthood

At Chapelgreen Primary School and Nursery Class we have programmes of study for health and wellbeing. When addressing Relationships, Sexual Health and Parenthood, parents/carers will be informed of the content and can be assured that facts will be presented in an objective, balanced and sensitive manner.

Assessment and Reporting

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.

At certain points throughout the school session formal assessment is carried out. This could be Benchmarking or other published assessments to find out about reading levels. We will also carry our assessments at the end of each level in Curriculum for Excellence.

Each pupil's progress will be reported formally on three occasions. This is usually through a settling-in Parent/Teacher consultation in September, followed by a full report in March/April and then Parent/Teacher Consultations in May/June.

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. Parentzone/School Improvement Dashboard is a website that can provide you with additional information.

ADDITIONAL SUPPORT NEEDS

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

If a child is identified as having Additional Support Needs, the school will work in partnership with the parents to access the best support for the individual child. Should children experience significant difficulties with an aspect of learning or social interactions, the school may use additional planning. Most children experience some difficulty at some time during their school career. We try to identify any problems as early as possible and extra help is provided through Education and Families Staged Intervention process.

Care experienced 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. The Head Teacher is responsible for any arrangements related to Looked After Children.

Parents and young people can request an assessment to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan.

PLANNING

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

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

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency 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.

SCHOOL IMPROVEMENT PLAN

Improvement Priorities

Cluster Priority: By the end of session 2025 all schools will have implemented the new NLC Attendance Policy and almost all schools will have increased the attendance of the pupils sitting in the 60-80% bracket thus improving pupil attendance overall.
By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.

Priority 1: Attainment in Literacy will increase by 20% across P 2-7 by June 2025.

Priority 2: Continue to develop a shared language & understanding of nurture-based approaches resulting in all learners experiencing greater consistency by June 2025.

Nursery Priority: Develop a new staff team and review current practices to enable respectful nurturing relationships with all children and families in a safe, welcoming environment by June 2025.

HOMEWORK

The purpose of homework is:

- *To reinforce and consolidate learning which has taken place in class;*
- *To encourage children to take responsibility for their own learning;*
- *To practise acquired skills;*
- *To develop new skills;*
- *To share school experiences with parents/carers;*

Tasks are set by the class teacher, often in a grid format offering choice about what is completed and when. It will be suited to pupils' individual needs, varied in content, relevant and realistic in duration. The length of time may vary, dependent on the task set but should range between 5-10 mins (P1/2) to 20-30 (P6/7) minutes each night. Homework is usually issued at the beginning of the week for return at the end of the week to allow flexibility for family commitments.

Parental involvement in homework is actively encouraged by the school. Parents can help their children by giving encouragement, by discussing and by helping the child if he/she is experiencing difficulty. It is important too, that parents encourage their children to produce a high standard of writing and presentation. Parents are also invited to sign their child's work and to write comments for the teacher.

SCHOOL ETHOS

Our vision and values for our learning community help us to provide a caring, secure, happy and welcoming environment which will foster self respect, independence, self discipline and ability to work with others. We model our values, be respectful, be responsible, be honest and be kind, ensuring equality and equity, recognising and celebrating the efforts and hard work of our learners and staff. We aim to provide bright, attractive classrooms that encourage high standards and provide all pupils with a wide-ranging programme of learning and teaching activities which will encourage every individual to raise his/her achievement and attainment.

Staff will have the opportunity to continue an ongoing programme of training and development which will enable them to improve teaching and life-long learning. Above all we try to give pupils and staff a safe, secure, happy and attractive place to work.

SPIRITUAL, SOCIAL, MORAL and CULTURAL VALUES

Social Education

Children's social education takes place through all that they hear, see and do at home and at school. In school, we attempt to provide opportunities for the learning and social skills that will enable pupils to understand and cope with situations they will meet in and out with school. However, many of the most important aspects of social learning will take place within the home. As part of the school community, children will be encouraged to accept the importance of sharing and caring about the needs and rights of others. They will be encouraged to show courtesy and consideration, to work co-operatively and to share responsibility for their own and others safety and well-being.

The social aspects of health and safety education and community living are part of the environmental studies programme. Members of the local community representing the work of the fire, police and health services, charity organisations, conservation groups etc. are often invited to contribute to this work.

Religious Observance

It is recognised that the terms of the Education Act 1980, parents/carers may withdraw their children from religious observance. Although this right remains, religious observance with its aims contributing to whole school ethos, should make it less necessary for parents/carers to exercise their right of withdrawal.

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.

EXTRA-CURRICULAR ACTIVITIES

Extra-Curricular Activities are offered in a variety of areas and have included Athletics, Football, Basketball and Fundamentals. These have been impacted by Covid.

If you are interested in becoming a parent helper in the school or nursery or helping out with any after school activities, please let the Head Teacher know. Likewise, if you have a hobby or interest and would like to run an after-school club, please inform the Head Teacher. We participate in numerous sporting activities and various competitions. The children go on outings throughout the year relevant to aspects of what's being studied in the classroom.

FREEDOM OF INFORMATION

The Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information from 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.

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 outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?

Your personal information will be used:

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

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

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school. Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our website at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003>.

Your rights under GDPR

You can:

- **Request access to your information** - you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- **Request a correction to your information** - we want to make sure that all personal information is accurate, complete and up to date. Therefore, you may ask us to correct any personal information that you believe does not meet these standards.
- **Request the restriction of processing** - this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- **Request the transfer** - you can request the transfer of your information to another party.
- **Deletion of your information** - you have the right to ask us to delete personal information about you, your child or young person where:
 - you think that we no longer need to hold the information for the purposes for which it was originally obtained
 - you have a genuine objection to our use of personal information
 - or, use of personal information is contrary to law or our legal obligations.

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

The Council's Data Protection Officer

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

Data Protection Officer (DPO)

Civic Centre,

Windmillhill Street,

Motherwell ML1 1AB

or by email to AITeam@northlan.gov.uk

The Information Commissioner

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

*Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
casework@ico.org.uk*

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper forms or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free 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 their school and education authority, 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).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official

responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual. Further details are available on: <https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

Any Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SGEP, 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/>

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 school's 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 the North Lanarkshire Child Protection Procedures and Guidelines. Child Protection Co-ordinator is Mrs Siobhan McLeod, Head Teacher
Telephone Number: 01236 794836

ADULT PROTECTION

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society. If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines.

Adult Protection Co-ordinator is Mrs Siobhan McLeod, Head Teacher
Telephone Number: 01236 794836

SUPERVISION IN NON-CLASS TIMES

In severe weather, children will remain in classrooms or the hall at interval times and will be monitored by staff. In the morning, (8.50am) pupils should enter through the front door of the school. They will be supervised in the hall until school begins.

Please note, it may not always be possible to provide this facility before start of school at 9am.

PROMOTING POSITIVE BEHAVIOUR

We value and encourage positive, nurturing relationships that respect the rights of our children and understand they are key in building resilience in our children whilst providing a secure, protective environment. We believe that positive, respectful, nurturing relationships are paramount to effective learning and teaching. We work hard to embed the principles of nurture through our everyday practice:

1. Children's learning is understood developmentally;
2. The classroom offers a safe base;
3. Nurture is important for the development of self-esteem;
4. Language is understood as a vital means of communication;
5. All behaviour is communication;
6. Transitions are significant in the lives of children;

We are trauma-informed and understand that earlier experiences can impact and resurface on current emotions. Staff will use the approach of recognising the behaviour as communication and providing time for a child to de-escalate. Once this has happened, the actions will be looked at. There may be times when distressed children are unable to self-regulate, keep themselves and/or others safe.

- To minimise impact on other children, the class may be led out of the classroom to a safe space until the distressed child is calm and able to self-regulate.
- The distressed child will be given space and time to calm. Once calm, and ready, an adult will support the child to look at what happened and what went wrong.

All stakeholders contributed to the school vision and values. These underpin everything we do and say, working together to achieve common goals. Our values, be respectful, be responsible, be honest and be kind should shape what we say and do. Along with the articles in UNCRC, every classroom will co-create a class charter based on UNCRC and apply these articles to whatever happens in the classroom. These will ensure children are treated with respect, they are listened to and that everyone respects the rights of others, including adults. We still expect our children to work hard, look after property, be gentle etc, but it is a rights-based approach.

No child should be disadvantaged if they do not have the required level of understanding necessary to recognise and cater for the rights of others. Visuals and more frequent reminders would be required to support.

A child experiencing distress which can manifest as challenging behaviour will be shown the same positive, nurturing and respectful approach. The parents' help would be enlisted at the earliest sign of difficulty as parental co-operation is vitally important.

A restorative approach is used to help pupils resolve differences and move on. This is based on key questions. When things go wrong

1. What happened?
2. What were you thinking about at the time? What are you thinking now?
3. How do you think it made _____ (Name) feel?
4. How would you feel if it happened to you?
5. What do you think you need to do to repair the harm/to put things right?

When someone has been harmed.

1. What happened?
2. How did it make you feel? How are you feeling now?
3. What has been the hardest thing for you?
4. What do you think has to happen to make things right?

Bullying does not respect the rights of others. It is not acceptable. Children will be taught about what constitutes bullying, where it can happen and steps to be taken to ensure Chapelgreen Primary is a bully-free zone.

HOME AND SCHOOL LINKS

Chapelgreen Primary and Nursery Class is keen to build links with parents at every opportunity. The school/nursery sees itself as being in partnership with parents and only with full parental co-operation can the school hope to achieve the best for its pupils.

We hope that parents will keep in close contact with the school. At the start of each school session, parents will be asked to provide contact details, including at least one emergency contact number. **Parents should inform the school immediately if these contact details change during the course of the school year.**

We also ask parents to check homework jotters, to read reports thoroughly, to attend parent's evenings and in general to keep in touch with us. In return, the school will notify parents of any problems or difficulties experienced by their child and will keep the parents involved in all decisions made about their child's education.

If you have any concerns, we would encourage you to let the school/nursery know. Good communication is important. We will listen and look into any issue, record your concerns and the outcome. You can contact the school/nursery via phone and email.

COMMUNITY LINKS

The school is at the heart of village life & is well supported by the community. We have very good links with the other five primary schools in our cluster, two of which are in a neighbouring authority. We visit Banton Primary for an annual Interschool Competition during our Health School Week. We also have excellent links with our local High School - Kilsyth Academy with regular Primary/Secondary Liaison Meetings, pupils attending various events, induction days for P7 pupils, work experience pupils' placements, visits from senior pupils who help out with after school clubs etc. & visits from a variety of staff to the Primary 7 class prior to their transfer up to High School.

We are proud of the links we have development with our community including Partnerships with Bam Nuttal, Tesco, Scottish Wildlife Trust and links with the Queenzieburn Community Centre.

ATTENDANCE AT SCHOOL

Every child is entitled to an education. Apart from helping academic success, the social skills and friendships are just as important. Regular periods of absence can make it more difficult for a child to return to school. Section 30 of the 1980 Education Scotland Act lays 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.

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 the interests 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 give the child a note on his or her return to school, confirming the reason for the 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, before going on holiday. Absences will be classified as authorised only in exceptional circumstances but will always be recorded. Such circumstances may include

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

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

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

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

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

EXTENDED LEAVE WITH PARENTAL CONSENT

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

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

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

ATTENDANCE AND ABSENCE DATA

Absence 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 day being a separate possible attendance. It should be emphasised that the school investigates unexplained absence and 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.

SCHOOL CLOTHING AND UNIFORM

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

The uniform is-

- navy trousers/skirt
- blue shirt or blouse
- school tie
- pale blue polo shirt
- royal blue sweatshirt or cardigan

(All items (except tie) may be ordered online from myclothing.com). Ties are available at Baru in Kirkintilloch or the school, if stock allows.

The nursery class uniform is-

- yellow polo shirt
- Red sweatshirt

(All items may be ordered online from myclothing.com).

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 damage on other pupils or to be used by others to do so.*

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items 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 First Stop Shops and can be downloaded from the council website www.northlan.gov.uk Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker's Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £796 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 may be deemed to be a serious challenge to the Head Teacher's authority and to be detrimental to the wellbeing of the whole school community. In such circumstances, a Head Teacher may justify the use of the school discipline procedure.

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

SPECIALISED CLOTHING

For physical education - gym shoes, shorts and T-shirts are required for full and safe use of the equipment. Personal jewellery such as watches, earrings etc. must be removed prior to P.E. activities for Health & Safety reasons.

PERSONAL JEWELLERY

The wearing of personal jewellery, especially earrings is discouraged for reasons of children's safety. Unnecessary and unpleasant accidents can happen e.g. during playtime games. It is recommended that jewellery items are not worn on P.E. days or on visits to the swimming baths.

For Art and Design activities

Aprons are made available where possible to protect clothing in messy activities but accidents can happen in spite of teacher's supervision. Please provide an old shirt or overall to be left in school for this purpose.

For School Outings

Children may be required to wear suitable rainproof clothing and shoes/wellingtons. Information and advice will be given on these occasions. School uniform should be worn, if possible, on other visits.

Inclement Weather

*The school offers little natural shelter in bad weather, apart from a bike shed and outdoor open-air classroom. Please make sure **FOR YOUR CHILD'S SAKE** that he/she is suitably dressed in warm/weatherproof clothing. You can provide a change of shoes and/or dry socks for your child to use on arrival at school.*

LOST PROPERTY

Please label or mark your children's clothing, footwear and personal possessions. This will help to reduce the number of articles which are lost or go astray. Our Lost Property Box (in the janitor's office) may be checked by parents at any time - you may be surprised at what you find!

SCHOOL LUNCHES



School lunches are ordered daily and delivered to the school each day. Children may choose from a two-course hot meal, sandwiches with fruit/yoghurt. Milk and water are available daily. The current price for a school meal is £3.10. A government initiative provides free school meals for P1-5.

All P1-P5 pupils are entitled to a free school meal and free milk.

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 and free milk. Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk and are available from First Stop shops.

Special diets -Parents should note arrangements can be made for special diets as a result of a medical condition. Parents should inform the Head Teacher of any special dietary needs at the time of enrolment. 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 or consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the 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.

Packed Lunches - Accommodation is provided in the hall for children with packed lunches. For safety reasons please use only cartons, cans or plastic containers for drinks.

Breakfast Club - This opens at 8.15am until 8.45am. It is free to pupils who are entitled to a free school meal, which includes P1-5.

NURSERY LUNCHES

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.

The nursery also offers healthy snacks which is funded through parent/carer contributions.

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 should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

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

In the event of a successful placing request the authority are not required to provide transport.

MEDICAL AND HEALTH CARE

Parents may refer their child to their Health Visitor at any time for examination or advice.

The programme of Health care in schools includes:

- Height & weight in P1 & parental questionnaire
- Parental questionnaire in P7
- dental inspection followed by clinic treatment if so wished

ACCIDENTS OR ILLNESS AT SCHOOL

Simple first aid for minor cuts and grazes which are the result of playground accidents is provided by the school staff.

However, if a child takes ill during the school day or has an accident which requires medical attention, parents are informed immediately so that the child may return home or to be taken to the family doctor. For this reason, we ask parents to provide **EMERGENCY TELEPHONE NUMBERS** by which they may be contacted during the working day. We also ask for the name, address and telephone number of the family doctor and of a close friend or relative who can act on the child's behalf should parent(s) be unavailable. If these emergency numbers should change at any time, parents are asked to inform the school **IMMEDIATELY** so that records can be updated.

MEDICINES

In the interests of safety, parents are asked NOT to provide children with medicines or tablets to be taken during the school day. If your child requires medicine during the school day, then this should be handed into the school office and the appropriate paperwork completed. We are unable to administer any medicine for your child until they have had their first dose at home. This is to ensure that your child does not take a reaction to the medicine whilst in school.

HOSPITAL, CLINIC AND DENTAL APPOINTMENTS

Parents are asked to inform the class teacher in advance of the time and date of pre-arranged appointments for medical treatment. A child should always be collected from the main office by a parent on these occasions. **FOR SAFETY REASONS a child will not be able to leave school in order to meet a parent elsewhere.**

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 twitter.

SCHOOL 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.

THE PARENT FORUM

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

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

THE PARENT COUNCIL

Chapelgreen Primary currently has a Parent Council and the members are as follows:

<i>Kirsty Provan</i>	<i>Chairperson</i>
<i>Kerry Deane</i>	<i>Treasurer</i>
<i>Charlotte Dempsey</i>	<i>Vice - Chairperson</i>
<i>Jacqlyn Bryce</i>	<i>Parent Member</i>
<i>Rebecca Savva</i>	<i>Staff Member (PT)</i>

The Parent Council's rights and duties include;

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

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

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

The Parent Council has an Annual General Meeting between May and September. In the event that there are a number of people interested in becoming a member of the Parent Council there will be a ballot system. Nursery Parents are also welcome to join the Parent Council. If you would be interested in becoming a member, please contact Mrs McLeod.

Additional Information

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](https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school) can be found on the NL Digital School page available on the Councils website <https://www.northlanarkshire.gov.uk/schools-and-learning/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 primarily 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 MS 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.

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 \(www.gov.scot\)](https://www.gov.scot)

CONTACTS IN RELATION TO SUPPORT FOR LEARNING

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

Mrs Lorraine White
Cluster Integration and Improvement Lead
Kilsyth Academy
Balmalloch Road
Kilsyth
G65 9NF
01236 757636

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 and also provides a range of factsheets.

0345 123 2303

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

info@enquire.org.uk

www.enquire.org.uk for parents/practitioners/children/young people

Children in Scotland - Resolve Mediation

01313138844

Email: resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government
Directorate for Learning
Support and Wellbeing Unit
Area 2C North
Victoria Quay
Edinburgh
EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Health and Educational Chambers
First Tier Tribunal for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT
Helpline: 0141 302 5860
www.asntscotland.gov.uk

IMPORTANT ADDRESSES

Executive Director
Education and Families
Civic Centre
Windmillhill Street
MOTHERWELL
ML1 1AB
Tel: 01698 302534

Thomas O'Hagan
Senior Education Manager
Education and Families
Civic Centre
Windmillhill Street
MOTHERWELL
ML1 1AB
Tel: 01236812228

Head of Education - North
Michelle O'Halleron (Acting)
Education and Families
Civic Centre
Windmillhill Street
MOTHERWELL
ML1 1AB

Councillor Jean Jones
Councillor Heather Brannan-McVey
Councillor Denis Johnston
P.O. Box 14
Civic Centre
MOTHERWELL
ML1 1TW
Tel: 01698 302072

NHS Lanarkshire
Kilsyth Health Centre
01236 801677

Social Work
Cumbernauld/Chryston
Bron Way
Town Centre
Cumbernauld
G67 1DZ

01236 638700

North Community Learning & Development Office
Pivot Community Centre
Glenmanor Avenue
Moodiesburn
G69 0DL

01236 638393
CLD-North@northlan.gov.uk

GLOSSARY

ASNA	Additional Support Needs Assistant
Catchment Area	The residential area from which a primary school normally draws all pupils.
Continuous Assessment	Assessment is an integral part of the learning process, used to monitor and reinforce progress.
ICT	Information and Communications Technology

QUALIFYING STATEMENT

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

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

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