



Chryston Primary School Handbook 2025-26



CREATIVITY
PLAY
RELATIONSHIPS
LEARNING
INCLUSION



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Introduction

Welcome

On behalf of our whole school community, I would like to welcome you and your child to Chryston Primary School. At Chryston, we aim to create a happy, safe, and stimulating learning environment for our young people. We are committed to ensuring that every child is effectively supported in their learning and their wellbeing which will enable them to develop skills for life, learning and work.



We have so much to be proud of in Chryston Primary School and this is evident in the positive ethos throughout the school. Relationships are at the heart of everything that we do and we strongly value the partnerships that we have in our school community.

This handbook contains a range of information that you might find useful and gives you a glimpse of life at Chryston Primary School. You will also be able to find out further information by following us on Twitter or accessing the school website. Please do not hesitate to contact us if you have any further questions.

We look forward to working with you and your child and hope that this will be the start of a strong partnership.

Jilly Moffat

Headteacher

Vision, Values & Aims

Vision

Our vision is to provide a nurturing environment which encourages the development of lifelong learning skills to prepare children for their future.

Values

Our school values were updated in 2024 in collaboration with all stakeholders in the school community. These values underpin all that we do in Chryston Primary School. #ChrystonCares

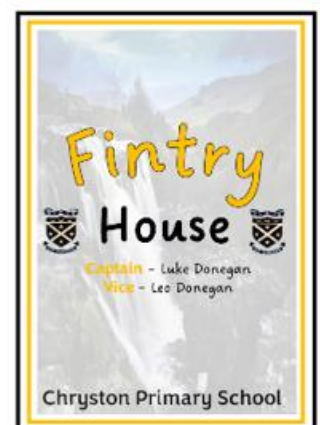
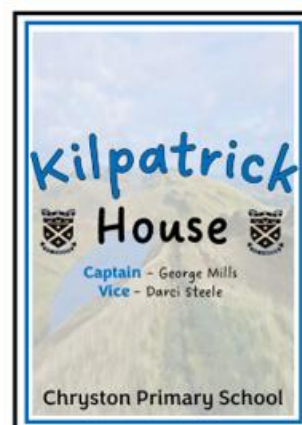
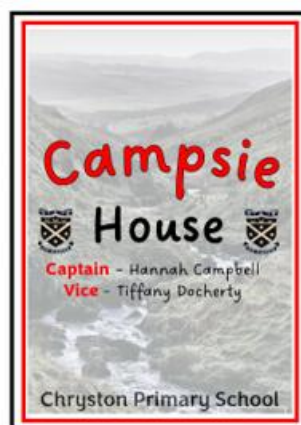
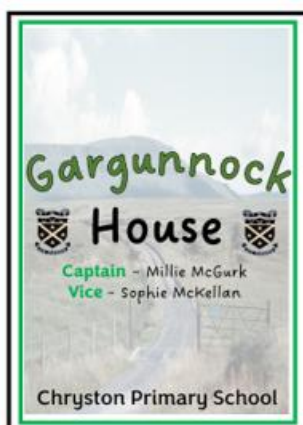


Aim

Our aim is to be a safe, happy and caring school where everyone will be accepted and valued for who they are and where children are inspired to learn.

Our House System

Our School Values underpin the House System in our school. All children and staff are part of a House. The theme of our House System was chosen by our school community in May 2024 and was based upon the hills that overlook our school; The Campsies. The 4 Houses are:



Contact Details



Head Teacher:
Mrs Jilly Moffat



Address: Cliffuale Road, Chryston, G69 9DB

Telephone: 01236 632136

Email: enquiries-at-chryston-pri@northlan.org.uk

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

Twitter: @ChrystonPrimary

Parent Council X: @CPParentCouncil
Parent Council Chair: Leigh Moore
Parent Council Email: chrystonpcfunding@gmail.com



School Information

Stages Covered Primary 1 – 7

Present Roll 432

Present Class Structure	Primary 1a	20	Primary 1b	20
	Primary 1c	20	Primary 1/2	24
	Primary 2a	28	Primary 2b	27
	Primary 2/3	25	Primary 3a	26
	Primary 3b	24	Primary 4a	26
	Primary 4b	26	Primary 5a	30
	Primary 5b	29	Primary 6a	22
	Primary 6b	25	Primary 7a	31
	Primary 7b	29		

Planning Capacity 509

Denominational Status Non-Denominational

Co-educational Status This school is co-educational

Associated Secondary Chryston High School

Letting procedures Applications for lets of school premises should be requested by emailing school&facilitybookings@culturenl.co.uk

Composite Classes

Composite classes are made up of children from more than one stage, e.g. a P6/7 class will consist of children from both P6 and P7. From time to time, it may be necessary to form composite classes as described in the definition above.

Previously the school consulted with the School Board and parents to agree school policy for the criteria to be used when forming composite classes and it was agreed that 'working groups', based on language/maths would be the determining factor. When forming a composite P1/2, the age of the P1 children may be the determining factor. For further information please request a copy of our Composite Class Parent's Guide at www.northlanarkshire.gov.uk.

SLT Remits

Head Teacher: Mrs Jilly Moffat

Remit Overall responsibility for the management of the school
Formulation and monitoring of school policies
Structure and balance of the curriculum
Raising Achievement and attainment for all
Learning and Teaching
Self-Evaluation
Child Protection coordinator and GIRFEC Named person
Planning for and assessment of learning
Improvement Planning: School Improvement Plan, School Improvement Report
Promoting Inclusion
Whole school relationships and ethos
Staffing: Appointment and deployment of all staff
Professional review and Development of staff
Development of staff roles.
Coordinator for student teachers
Coordinator for Probationers
Tracking & Monitoring: Forward plans, learning and Teaching, class work, pupil progress and through self- evaluation
Management of resources: DSM Budget, School Building, School fund
Health and safety, School security
Adviser: Parent Council, Parent Association, Pupil Groups
Liaison: Associated Pre 5, Primary and Secondary establishments
Psychological service, Social Services and Partnership Agencies
Communication: Newsletters, School Handbook
All other management issues.



Depute Head Teacher: Mrs Suzanne Cassidy

Remit Pastoral Support Primary 5 - 7
Additional Support Needs Coordinator
Depute Child Protection Co-ordinator
Community links co-ordinator
Deliver school-based in-service linked to curriculum and school improvement
Lead curricular change as identified in the SIP
Develop teamwork within the school by co-operating with colleagues and leading by example.
Curricular Responsibilities: Numeracy & Moderation
Support Staff lead
Additional Support lead
Secondary transition



SLT Remits

Principal Teacher: Mrs Lorraine Fleck

Remit Teaching Commitment, where timetabled
Pastoral lead Primary 1-2
Deliver school-based in-service linked to curriculum and school improvement
Lead curricular change as identified in the School Improvement Plan
Develop teamwork within the school by co-operating with colleagues and leading by example.
Curricular Responsibilities: Health & Wellbeing & Literacy Co-ordinator
Probationer Support & Student lead
Active School coordinator link
Literacy Champion
Nursery/Primary transition



Acting Principal Teacher PEF: Miss Debbie MacGregor

Remit Teaching Commitment, where timetabled
Pastoral lead Primary 3-4
Tracking and monitoring PEF
Deliver school-based in-service linked to curriculum and school improvement
Lead curricular change as identified in the School Improvement Plan
Develop teamwork within the school by co-operating with colleagues and leading by example.
Curricular Responsibilities: Forward Planning progression
Probationer Support
Digital Champion

Staff

Teaching staff (Session 2025-26)

Part of the National Agreement, “Teaching Profession for 21st Century”, stated that the maximum class contact time for teaching staff be reduced to 22.5 hours allowing 2.5 hours non-contact time from August 2006. Release from class will be timetabled on a weekly basis.

P1a	Mrs Nicola Jaap
P1b	Mrs Lauren Kennedy
P1c	Miss Ashleigh Lamont
P1/2	Mrs Victoria O'Donnell/Mrs Gemma Noble
P2a	Mrs Kathryn Lauder
P2b	Miss Jeshanna Matthews/Mrs Karen Murray
P2/3	Miss Michelle King
P3a	Miss Mikaela Anderson/Miss Jenny O'Neill
P3b	Mrs Erin Ross/Mrs Linsey McTier
P4a	Mrs Kirsty Oliphant
P4b	Mrs Linda McIntyre
P5a	Mr John Furlong
P5b	Mr Andrew McNab
P6a	Miss Rachel Haley/Mr Joe Thomson
P6b	Miss Katie McLure
P7a	Mrs Emma Montgomery/Mrs Kirsty Whyte
P7b	Mr Jonathon McDonald
Non-Class Contact Cover and Support	
• Mrs Fiona White • Mrs Gemma Redford • Mrs Lynne Murray CST	

Non-Teaching Staff

ASNA	Office Staff	Catering/Cleaning	Janitor
Mrs Geraldine Hansen Mrs Lynne Hanton Mrs Francesca Moyes-Feeney Mrs Claire Webster Mrs Anne McLoone	Mrs Jennifer Troup Mrs Lorna Laurieston	Mrs Agnes Brady Miss Angela Carmichael Mrs Tricia Kidd Mrs Josie Gracie Ms Jacqueline Ward Mrs Faye McAllister	Mr Barry Grant

School Holidays

Below are our school holiday and term date arrangements for the 2025-26 school session

August 2025

Teachers return and in-service day: Tuesday 12 August 2025

In-service day: Wednesday 13 August 2025

Pupils return: Thursday 14 August 2025

September 2025

September weekend: Friday 26 September to Monday 29 September 2025 (inclusive)

October 2025

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

November 2025

In-service day: Monday 17 November 2025

December 2025 - January 2026

Schools close: Thursday 18 December 2025 at 2.30pm

Christmas and New Year holidays: Friday 19 December 2025 to Friday 3 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): Friday 3 April to Friday 17 April (inclusive)

• Good Friday: 3 April 2026

• Easter Monday: 6 April 2026

Schools return: Monday 20 April 2026

May 2026

May holiday: Monday 4 May 2026

In-service day: Thursday 7 May 2026

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

June 2026

Schools close: Friday 26 June 2026 at 12.30pm

School Hours

School Hours

The school opens each day at 9am and closes at 3.00pm. Our Primary 1 children will attend full time from first day of the session. On the first day you will be advised of the start/end times for that day only.

- Open 9am
- Break 10:30am – 10:45am
- Lunch 12:15pm – 1:00pm
- Close 3:00pm

Breakfast Club

Breakfast Club is open to all pupils every school day starting at 8:15am until 8:45am. Pupils should arrive no later than 8:35am to allow them time to eat their breakfast. Primary 1-5 pupils are included in the free school meals and for Primary 6 & 7 the cost is £1/child, £1.50/2xchildren, and £1.80/3xchildren. Options are toast with/without butter, cereal with/without milk, milk or water to drink.

Supervision in Non-class Times

During non-class times children are supervised by Classroom Assistants, Janitor, office staff and overall, by members of the Management Team.

In line with the ethos of Curriculum for Excellence, our Primary 7 pupils are involved in mentoring younger pupils and are therefore available during non-class times to give support.

An adult presence is provided in playgrounds from 8:45am and at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In Chryston, our SLT, Janitor, Classroom Assistants and Additional Support Needs Assistants provide supervision of the playground at various times throughout the day. Please note that children should not be in the playground without an adult prior to 8.45am as there will be no adult supervision.

Out of School Care

After school care facilities linked to the school are called POMP which stands for "Peace of Mind for Parents" and FAST out of school care.

Children will be collected from the school at 3.00pm. POMP is in CHS and FAST is in St Barbara's

For further information on After School Care please contact:

POMP	01236 721382
FAST	07824884601
KIDZ OUT	07588210366

Transfer & Enrolment

Enrolment

Children who are starting school for the first time are normally enrolled or registered in January. Advance notice of the actual dates will be placed in the local press and information will be available from local nurseries and playgroups. Notice is also given through school newsletters, website, and twitter.

Parents wishing to see round the school should contact the Head Teacher, to arrange a suitable appointment time.

Parents who need a place for a child at any other time of the school year should contact the Head Teacher to discuss availability and to make arrangements to visit the school.

Transition from Nursery

We work closely with our partner nurseries to ensure a smooth and purposeful transition for all children and parents. Staff in Nursery and Primary share learning experiences and children's work.

We have a broad transition programme in place at Chryston Primary, arranging for three visits to the school in the summer term. At these we aim for children to meet their teacher and become familiar with the school environment. Children and parents are also asked to come and try school lunch. There is also an opportunity for parents to hear more information about the school, our uniform and what the first days and weeks will be like.

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

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

Transfer & Enrolment

Transfer from Primary to Secondary

Pupils normally transfer between the ages of 11 ½ and 12 ½, 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 from Chryston Primary normally transfer to:

Chryston High School
Lindsaybeg Road
Chryston
GLASGOW
G69 9DL
Tel: 01236 794890

Chryston Primary has very good relations with Chryston High and its staff and pupils. Links are strong in curricular continuity and transition procedures, and these are reviewed annually to ensure the highest quality of service and smooth transition for pupils and parents.

Equal Opportunities

Chryston Primary School is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at [Technical guidance for Schools in Scotland EHRC](#).

Curriculum for Excellence

What is Curriculum for Excellence?

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

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be:

- a successful learner
- a confident individual
- a responsible citizen and
- an effective contributor

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

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

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

Curriculum for Excellence is defined as:

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

These contexts are:

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

What are the Curriculum for Excellence levels?

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

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study

Curriculum for Excellence

What is the Broad General Education?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

Curriculum Areas and subjects

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

The 8 curricular areas are:

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

The Senior Phase

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

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

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

Curriculum for Excellence

Personal Support/Career Planning

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

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.

In Chryston Primary School assessment is an integral and ongoing part of teaching and learning, and pupils are continuously assessed in an informal way as part of the daily class routine. Teachers and children use a range of formative assessment strategies to assess progress and plan next steps.

At other times, standardised assessments may be used to help teachers assess pupil progress, to identify any strengths and diagnose any barriers to learning. Pupils in P1, P4 and P7 complete a Scottish National Standardised Assessment each year. Other summative assessments are used with individual children over the course of the year to determine benchmarks and help map a way forward. All parents will receive a written school report each year in June. This will indicate pupil's progress in all areas of the curriculum. There will also be two parent progress meetings one in October and the other March.

curriculum for excellence



Additional Support Needs

Additional Support Needs

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

Staged Intervention

Mrs Cassidy is our Additional Support Needs (ASN) Co-ordinator. A key part of her role is to support with the planning, assessment and identification of additional support needs. Our staff work in close partnership with a number of agencies to plan for and assess the needs of our pupils. We implement a staged approach to intervention when supporting children. The levels of staged intervention are Universal, Additional and Intensive level.

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

Pastoral Care

Mrs Fleck is the pastoral care lead for children in P1-2.

Miss MacGregor is the pastoral care lead for children in P3-4.

Mrs Cassidy is the pastoral care lead for children in P5-7.

Parents should contact the office to speak with the class teacher in the first instance or the pastoral care lead for that department.

Partnership agencies

We work in collaboration with a wide range of partnership agencies in order to improve outcomes for all learners. In line with our school values, we aim to build strong and positive working relationships with our partners. Our partnership agencies are engaged in our collaborative approaches to self-evaluation and they play a key role in being able to achieve our school community's vision, values and aims for our children. Examples of our partnership agencies include (this list is not exhaustive):

- Chryston Primary Parent Council
- Chryston cluster schools and nurseries
- Social work
- Chryston Community Hub partnership agencies (FHANS, Tackling Poverty Team, Carers Together, Routes to Work, NHS and many more)
- Chryston Parish Church
- Neurodevelopmental Service
- Speech and Language
- OT services
- North Lanarkshire Council Improvement Service (Digital Pedagogy Team, Learning Hub Services)

Care experienced children

At Chryston Primary we are committed to the Scottish Government's Promise to our Care Experienced children. We work in close partnership with families and our partner agencies to ensure that all of our children are supported.

Additional Support Needs

Getting it Right for Me plans

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

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

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

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

Dispute Resolution

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

If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents/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

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for improvement. Following audit, including consultation with parents, pupils, and staff, and taking into consideration national and authority targets, priorities are identified. Our school improvement plan is as follows:



Our school audits and self-evaluation will be completed throughout the school session. These will identify our priorities for the next session. Annually we produce a school improvement report, which details the improvements and developments the school has made. This report also has an impact on our future priorities. We issue a summary of this report to parents annually and copies are available from the school office on request. Further information on national developments can be found at educationscotland.gov.uk

Homework

Our Homework Policy is as follows:

HOMework CHRYSTON PRIMARY SCHOOL



Homework will reinforce the learning that has been taught in class therefore this is an excellent opportunity for your child to consolidate and extend learning.

PRIMARY 1

Daily reading book
Sumdog
Sounds and tricky words flashcards



PRIMARY 2

Daily reading book
Weekly spelling words and phonemes
Sumdog



PRIMARY 3

Daily reading books
Weekly spelling and phoneme
Sumdog



PRIMARY 4

Weekly spelling words on Padlet
Reading fluency practise
Sumdog



PRIMARY 5, 6 & 7

Weekly spelling words on teams or IDL
Library book of choice focusing on reading strategies tasks (over the course of the term)
Sumdog

CREATIVITY
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Spiritual, Social, Moral & Cultural Values

Religious Education makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, attitudes, and practices within our own community and beyond. Religious and Moral Education is taught in Chryston with these broad aims in mind and reflects council and national policies as set out by the Education (Scotland) Act 1980.

We have a structured programme, which is taught by class teachers and includes input from Mr Malcolm, the minister at Chryston Parish Church. Included in our R.E. programme is the study of Christianity and other world religions. This encourages harmony, appreciation, and consideration for the beliefs of others. While studying R.E. classes may make visits to local churches and other sacred buildings.



It is recognised that the Education (Scotland) Act 1980 allows parents to withdraw their children from any religious instruction and observance, and parents wishing to do so should contact the Head Teacher, in writing, to allow any arrangements to be made.

Parents/Carers from ethnic minority religious communities may request that their children be permitted to be absent from school 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.

Through our curriculum children are given opportunities to become responsible citizens who have respect for others and a commitment to participate responsibly in political, economic, social, and cultural life within their community. They can develop knowledge and understanding of the world and Scotland's place in it, understand different beliefs and cultures and make informed choices and decisions.

Extra-Curricular Activities

At Chryston Primary School, our pupils benefit from a wide-ranging offer of extra-curricular activities. These include running club, choir, boxercise, dancing, football, athletics and basketball.

Parents will be notified of when clubs are starting and will have the opportunity to request a place for their child. The school office will notify parents if a place has been allocated as our clubs are often oversubscribed. Over the course of the year, we aim to ensure all children who have applied have had an opportunity to engage with an extra-curricular activity. Mrs Fleck is our extra-curricular lead and she works in close partnership with our Active Schools Co-ordinator.



Data Protection

Freedom of Information

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a timescale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted 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 out with the nursery or school, key staff from these services may also store information securely about your child or young person.

Data Protection

How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

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

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

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

How long do we keep your information for?

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

Data Protection

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

Transferring Educational Data about Pupils

Education authorities and the Scottish Government

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

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

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

Why do we need your data?

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

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

Your GDPR rights

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

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

Further details are available on:

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

Any Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to:

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

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

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website,

<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

Child Protection

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 Jilly Moffat 01236632136

Depute Child Protection Co-ordinator Suzanne Cassidy 01236632126

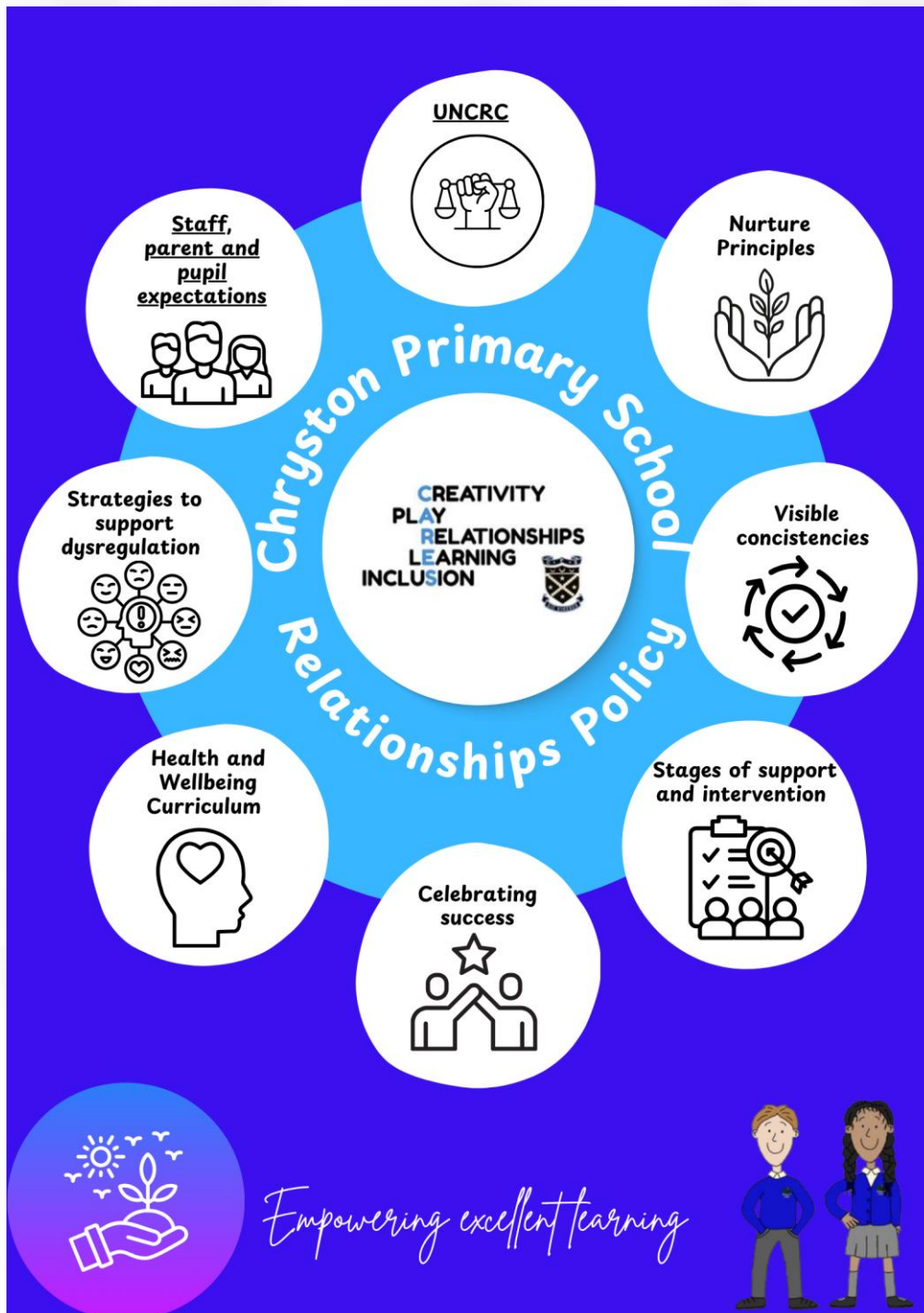
Adult Protection

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 Jilly Moffat.

Relationships Policy

During session 23-24, our school community developed our Relationships Policy which details our policy, procedure and approaches to developing positive relationships with and between all stakeholders in the community. The infographic below details this however a copy of our full Relationships Policy can be requested from the school office.



Anti Bullying

Anti Bullying

All those who play a daily role in the lives of our learners should be enabled to prevent bullying and respond effectively to incidents of bullying behaviour when they occur. The school recognises that the impact of bullying behaviours will differ for each child. It is often the signs of bullying behaviour and the impact on the child that will give rise to concern, intervention, and support.

In many instances this behaviour will be seen at home before in school, therefore parents/carers should contact the school as soon as possible. These concerns will be treated in a confidential and sensitive manner.

A copy of our anti bullying policy can be found on our school website. Throughout session 25/26 we are in the process of reviewing our anti bullying policy with all stakeholders in accordance with the updated national guidance. This policy is based on NLC's Promoting Positive Relationships: Respect for All: Anti Bullying Policy (May 2019).

Our Anti-bullying work is central to our Positive Relationships Policy and permeates our ethos and curriculum. We are committed to supporting the wellbeing of all of our children and aim to work in partnership with agencies and families to support the needs and provide appropriate interventions.

Supervision in non-class times

An adult presence is provided in the playground at break and lunch times in accordance with the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Please note that children should not be in the playground before 8.45am without their parent or carer as there will be no adult supervision at that time.

Home and School Links

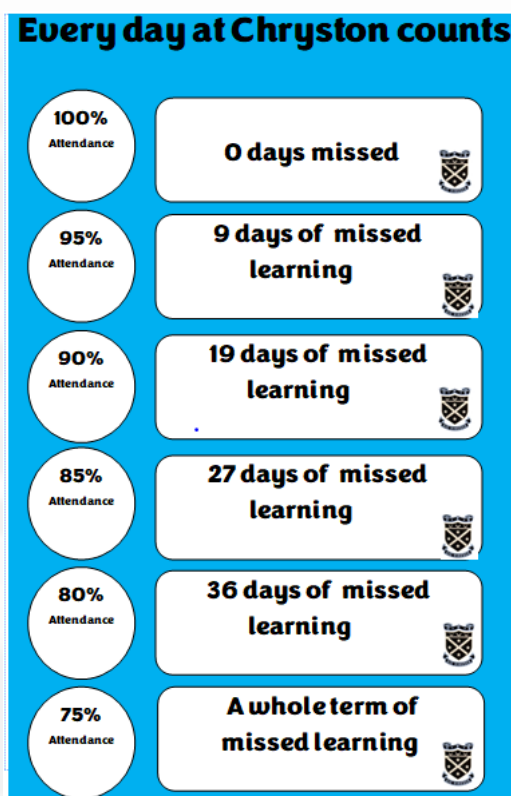
In Chryston Primary we take pride in the level of parental involvement throughout the school and are constantly looking for ways in which many parents can become involved in school life. We have parents, grandparents, and carers who, from time to time, help with a range of events and activities throughout the school year e.g., assisting on educational visits, and special events. Any parents/carers wishing to become helpers, should contact the Head Teacher.

We encourage home/school links in the following ways:

- Annual Meet the Teacher event
- Our weekly "What's on..." is emailed to parents
- Regular newsletters
- Snapshot jotters are sent home to parents twice a year
- Annual open afternoon
- Class assemblies
- Family learning events such as our annual Reading Café and attainment workshops
- Parents are encouraged to send children's wider achievements into the school office email address as these are celebrated weekly at our Friday assembly.

Attendance

We are committed to working in partnership with parents to ensure children attend school regularly.



Attendance at School

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

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

At the start of each school session, parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers 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 school. In the interests of child safety the police will be contacted if all attempts to locate the child have been exhausted.

Parents/carers are asked to inform the school by letter or telephone (or Parent Portal) 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.

Attendance

Family Holidays During Term Time

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

Absences will be classified as authorised only in exceptional circumstances 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/carers may request permission for such leave in writing and the school may authorise such requests under the following:

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

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

If attendance falls below 95% then Mrs Moffat will begin a series of formal letters reminding you of attendance procedures and asking you to work with the school to increase your child's attendance.

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/carers, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances. Includes items which:

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

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £796 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2025.

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

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

Our school uniform is as follows:

- white shirt with school tie
- grey trousers or skirt
- royal blue jumper or cardigan
- cardigans, jumpers, fleeces and jackets bearing the school emblem are also available

At present children do not change for gym and are able to come to school dressed in their gym clothes which are dark shorts, leggings or joggers with a white polo shirt.

Meals

Lunch meals are provided daily in the school dining hall with a cost which is decided by Community Services and may be subject to change from time to time for pupils in Primary 6 & Primary 7, payment should be made in advance through online payments. All children in P1 – P5 receive a free school meal. Children pre-order lunch between 9 and 9.30am. If your child is going to be late into school and requires a meal, please call the school to order a lunch no later than 10am. There is a choice of main meal and a snack, including cakes, fruit, and soup. Children are given a coloured band which they give to catering staff at lunch, indicating their meal choice.

Some parents do prefer to provide their children with a packed lunch and children will eat this in the dining hall alongside children eating their school meal.

Please be aware that we are a 'nut free school' and the policy can be accessed on our website.

Special Diet Procedures

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

For information; a vegetarian meal option is offered on a daily basis.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist. It is important that the Head Teacher is aware of any medically prescribed diets within the school and, on occasion, parent/carers may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible. Special Diets such as Vegan and ethnic diets can also be accommodated. In this case a form b should be completed and can be signed by the parent. All completed forms should be returned to the email specialdiet@northlan.gov.uk

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £796 per month), are entitled to a meal without charge.

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

Information and application forms for free school meals can be downloaded from the council website [Free school meals and clothing grants | North Lanarkshire Council](#)

Transport

General

The Council has a policy of providing free transport to primary pupils who live more than one mile from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents/carers who consider they are eligible can apply on the Council website. Applications should be submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred. Applications can be made online at the Council website [Free school transport | North Lanarkshire Council](#)

Pick-up points

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

Placing Requests

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of early entry requests if a child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy as stated above.

Medical and Health Care

Medical and Health Care

Children are examined medically during their school life, normally in the first year of primary schooling and then at 10 – 11 years and 13 – 14 years, by staff of Lanarkshire Health Board. Parents are notified in advance and will be informed if any issues arise from the medical. Occasionally, the school nurse may visit to examine whole classes for general fitness and hygiene. Dental inspections are carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose instead to attend the family dentist. Children who are thought to have sight, speech or hearing problems may be referred to the appropriate service by the Head Teacher, where any necessary tests may be carried out by qualified staff – naturally, parents are informed before any referral.

Parents should always inform the school of any medical problems, which may affect their child's schooling or if their child needs regular medical treatment. If a child requires medication a consent form must be completed. This can be accessed on our website or obtained from the school office.

Please be advised that we have children with severe allergies, and we are a **nut free school**. Please see the policy on the school website.

On occasions it may be necessary for a child to be taken home due to ill health, etc. In all cases the school makes every effort to contact a parent in the first instance. If a parent is not available, the school will contact the child's emergency contact for the necessary arrangements to be made. It is essential, therefore, for the school to have an emergency contact that can be reached by telephone should any child have to be taken home unexpectedly. Under no circumstances will a child be sent home/allowed to leave the school unaccompanied.

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 that at an educational establishment.

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

Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The Service is provided by Glasgow City Council 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 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.

Parents

Chryston Primary School encourages close liaison with parents and would welcome approaches from parents with ideas in this direction. We see Home and School as being in partnership to provide the best education possible for our children.

The Parent Forum

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

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

The Parent Council

Parent Councils came into force on 1st August 2007. The composition of the Parent Council is decided by the Parent Forum. The Headteacher, who has a right and a duty to attend meetings, is 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 Headteacher and Education Authority
- 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. Meetings of the Parent Council are open to members of the public. The Parent Council hold their A.G.M. annually in May. All parents/carers are invited to attend. Office bearers will be reselected on a biannual basis at the A.G.M. The parental membership of the Parent Council will be a minimum of four parents/carers of children attending the school. The maximum number of parents/carers is fifteen

Any parents/carers of a child at the school can volunteer to be a member of the Parent Council, the preferred make up being at least one parental representative from each year group. If the number of volunteers exceeds the number of places set out in the constitution, members will be selected by formal election. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any subgroups set up by the council.

Parent Council X:
Parent Council Email:

@CPParentCouncil
chrystonpcfunding@gmail.com

Parents

Chryston Primary Parent Council are very active and provide valuable assistance to the school. They also organise social and fundraising events throughout the session. Our school has benefited from many of their fundraising activities.

The following are valued members of Chryston Primary's Parent Council:

Leigh Moore – Chair
Graeme Walker – Secretary
Fiona Irving – Treasurer
Hansa Brown
Ed Clinton
Jennifer Rodden
Mark Graham
Agnieszka Ibek
Gemma Lynch
Lynsey Graham
Susan Watt



Names and Addresses

Education and Families

Continuous Improvement Manager: Mrs B. Hunter
Civic Centre
Motherwell
ML1 1AB
Tel: 01698 403140

Councillors for the School

Councillor J Carins

Councillor J McLaren

Councillor C L Williams

Member Services
Civic Centre
Motherwell
ML1 1AB
Tel: 01698 302500

Chief Executive

Area Office
Council Offices
Bron Way
Cumbernauld
G67 1JN
Tel: 01236 616384

NHS Lanarkshire

Cumbernauld - Kildrum Health Centre
01236 721354
Cumbernauld - Condorrat Health Centre
01236 733221

Social Work

Cumbernauld/Chryston
Tel No 01236 638700

Community Learning & Development Locality Offices

North CLD Locality Office
Pivot Community Centre
Glenmanor Ave
Moodiesburn
G69 0DL
Tel: **01236 638393**
E: CLD-North@northlan.gov.uk



Names and Addresses

Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from the school.

Cluster Improvement and Integration Lead

Donna McCann
Mccanndo@northlan.gov.uk

You can also get more help and advice from:

Enquire

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

Tel No: 0345 123 2303

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

Email: info@enquire.org.uk

Website: www.enquire.org.uk for parents/carers and practitioners

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

Children in Scotland - Resolve Mediation

0131 313 8844 [07955 788967](tel:07955788967)

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 Chamber
First Tier Tribunal for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT
0141 302 5860
www.asntscotland.gov.uk

Glossary

Curriculum	The range of subjects taught in every class and school, e.g. Numeracy, Literacy, Social Studies, etc.
Curriculum Continuity	This term relates to the need for schools to make sure that the courses children follow show progression and do not overlap unnecessarily.
Emergency Contact	The person(s) nominated by a child's parents/guardians to be the first to be contacted if a parent/guardian is not available.
Ethos	This term relates to the specific characteristics of the school, the spirit, or principles of the school.
Out of School Hours Learning	Subjects which are not taught in the formal curriculum, e.g., after school clubs.
Group Teaching	Children are normally taught and work in groups with other children – for Literacy and Numeracy these groups are normally ability groups where children of a similar ability progress at a similar rate; for most other curricular areas children are taught in mixed ability and social groups.
Transition	This term usually relates to the movement of children from nursery to primary, or primary to secondary.

Qualifying Statements

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt within 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 are required by law to issue a copy of the school handbook to certain parents/carers in December each year. It details the current policies and practices of both the council and the school.



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)