



Clarkston Primary School and Nursery Class



Handbook 2023-2024

We ASPIRE -

Articulate

Sensitive

Proactive

Inspiring

Realistic

Evaluate



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Dear Parents and Carers,

Welcome to Clarkston Primary School, a big school with a big heart and big ambitions. We are an inclusive and family orientated school with a strong community ethos, where every child is recognised as an individual and where we aim for all children to reach their full potential. I am so proud to be Head Teacher of this caring community of learners with a fantastic staff team, supportive parents and happy, engaged children.

At CPS we aim to deliver a broad education that is ambitious, varied and stimulating in a caring environment that creates well-rounded individuals who excel and benefit from our approaches to teaching and learning. We promote the values of being ready, respectful, and resilient.

We are a Rights Respecting school promoting the UN Convention on the Rights of the Child. We value everyone's right to live in a society that accepts everyone for who they are and where everyone can be who they want to be.

The happiness, well-being and success of every child are of utmost importance to us, and it is through a supportive partnership and regular communication between child, parent, and school that we can achieve this. We are extremely proud of our young people and celebrate their achievements both in and out of school. We hope to work together to help your child become the very best they can be.

Mrs Yvonne Callander
Head Teacher

Covid-19

NLC will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council's website www.northlan.gov.uk

Our school aims:

- learning is at the heart of everything we do.
- confident learners
- have a 'can do' attitude
- attainment and achievement for learners
- growth mindset towards learning
- develop skills for learning, life and work
- transfer skills and knowledge in every-day life

School vision and values:

Vision: To be an achieving, safe and happy school.

Values:

- To be ready
- To be respectful
- To be safe



SCHOOL INFORMATION

Clarkston Primary School

2 Findhorn Place

Airdrie ML6 7HE

Telephone: (01236 794805)

Email: enquiries-at-clarkston@northlan.org.uk

Twitter: @ClarkstonPS

The School:

Clarkston Primary School and Nursery Class is a non-denominational, co-educational school situated in the Clarkston area of Airdrie. It opened to pupils on 6th October 2008 and is of a semi open plan design. The school does not provide teaching by means of the Gaelic language.

Present Roll: 321

Present Class	Primary 1	23	Primary 5	23
Structure:	Primary 1/2	23	Primary 5	20
	Primary 2	30	Primary 6	21
	Primary 3	28	Primary 6	23
	Primary 3	30	Primary 7	25
	Primary 4	26	Primary 7	25
	Primary 4	24		

Composite Classes

Composite classes are composed of children from more than one primary stage. The formation of the composite class is determined by the number of children in each year group but occasionally with larger classes the determining factor for the formation of the composite class is working groups i.e. children working at the same level in maths or language.

Planning Capacity: 331

Temporary Capacity: 400

Working Capacity: 429

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

Stages covered: Nursery and P1 to P7

Community Facilities

All applications for the use of the school should be directed to the Community Education Officer at Community Education Section, Municipal Buildings, Kildonan Street, Coatbridge (01236 812407) who will advise on the availability and charges. The Parent Council will be advised in writing of the proposed lets and will be invited to approve the lets having regard to the direction of the authority in terms of policy and charges.

Associated Secondary School:

Caldervale High School

Towers Road

Airdrie



ML6 8PG

Telephone (01236) 794855

STAFF

Head Teacher: Yvonne Callander

Depute Head Teacher: Charis Kane

Principal Teachers: Barry Polatajko

Fiona Kirk

Class Teachers:

Primary 1	Michelle Taylor
Primary 1/2	Lorraine Meechan
Primary 2	Shirley Walker
Primary 3	Nichola Biggar
Primary 3	Carol Ann Maguire
Primary 4	Lorraine O'Rourke (0.6) / Siobhan O'Donnell (0.4)
Primary 4	Caroline cannon (0.6) /Nichola Anderson (0.4)
Primary 5	Lauren Logan
Primary 5	Sylvia Atkinson(0.2) / Claire Craig (0.8)
Primary 6	Lauren McKay
Primary 6	Ayeisha Moore
Primary 7	Stuart Broadfoot
Primary 7	Carol Main
NCCT	Sylvia Atkinson (0.8)
SFL	Vicky Stein 0.6/Siobhan McKenzie 0.4

Total Number of Teaching Staff - 16.8 FTE

Nursery Staff:

Principal Leads: Lisa Bell
Marlene Malaney

Lead Practitioner: Bernadetta Sajewska

Early Learning Practitioners: Alexis Adam
Elaine Berry
Amy McDougall
Magda Izbinska
Bernadetta Sajewfka
Claire Murray
Laura Modica

Early Years Support Worker: Stephanie Kerrigan
Callum McLeod

Ancillary Staff:
Office Manager:

Hayley



O'Donnell

Clerical Assistants	Amanda Doyle Elizabeth McIndoe	
Classroom Assistants:	Alison Neil	
Additional Support Needs Assistants:	Michelle Jenkins Sharon McLean Gemma Watson	
Janitors:	Jarvie McWhinnie / Martin Regan	
Cleaning Staff:	Katrina Flynn (Supervisor) Nicola Cowie Gillian Smillie Sharon McLean Jasmine Love Amy Divers (Nursery Cleaner)	
Catering Staff:	Mechelle Brown (Catering Manager) Tracy Lafferty Jacqueline Main Ann Murdoch Jasmine Love Gillian Smillie Nicola Cowie Angela Rodgers	
Visiting Specialists:	Educational Psychologist	Pamela Bell
	School Chaplain	Rev. Hannah Rankine
	Public Health Nurse	Carol Hayes
	Woodwind Tutor	Lorna Patten
	Brass Tutor	Elaine Smith
	Strings Tutor	Steven Dowling
	Kodaly Instructor	Ann Wright

SENIOR STAFF REMITS

Head Teacher

Mrs Callander has overall responsibility for the management of school administration, curriculum development, finance, staff appointments, pupil and staff welfare, and liaison with other agencies regarding the welfare of pupils.

Depute Head Teacher



Mrs Kane assists the head teacher in the overall management of the school and, in her absence, assumes all aspects of her remit. She has specific duties as GIRFEC, support for learning and staff development co-ordinator. She also manages our nursery class. Curricular responsibility is determined by improvement plan priorities.

Principal Teachers

Mr Polatajko is responsible for raising attainment in Maths as well as driving forward curriculum improvements. He is responsible for Primary 5, 6 and 7 pupils and the monitoring and tracking of their learning as well as pastoral responsibility for Primary 1-7 pupils. He is also the Periodic Assessment Pedagogy Co-ordinator (jointly). Mr Polatajko is the PTA liaison member of staff as well as liaising with the Active School Co-ordinator to ensure a quality provision of after school clubs. He also leads Probationer support and is the DYW co-ordinator. He is also responsible for the development of STEM in the curriculum.

Mrs Kirk is responsible for all aspects of Health and Wellbeing as well as driving forward curriculum improvements. She is responsible for Primary 2, 3 and 4 pupils and the monitoring and tracking of their learning as well as pastoral responsibility for Primary 1-7 pupils. Mrs Kirk is also responsible for all aspects of assessment and as well as raising attainment in literacy. She is also the Periodic Assessment Pedagogy Co-ordinator (jointly). Mrs Kirk is a PTA liaison member of staff.

Non-Class Contact Hours

From August 2006 class teachers were given more time for planning, preparing materials and marking during the pupil day. This means that for 2.5 hours per week pupils are taught subjects such as Sciences, Music, Religious Education or Physical Education by another qualified member of staff.

SCHOOL HOURS

Breakfast Club 8.15a.m. until 8.45a.m.

The school begins each day at 9.00 a.m. and closes at 3pm.

Morning interval: 10.30 a.m. until 10.45 a.m.

Lunch: 12.30pm - 1.15pm

Primary One pupils are required to attend full time from the first day of the session.

NURSERY HOURS

All 3 and 4 year olds will be entitled to 1140 hours of free childcare per year. At Clarkston Nursery, children are entitled to 4 hours 45 minutes per day, either as morning or afternoon sessions.

Morning session: 8.00a.m. until 12.45am

Afternoon session: 1.15pm until 6.00p.m.

The nursery class session times may be extended by arrangement and a charge is made for additional time taken if there is availability of space.



OUT OF SCHOOL CARE

There are two out of school care services available. Mobile Play in Action and Peace of Mind for Parents/carers. The children are collected from the yellow zone and taken to the appropriate location. For further information please contact Mobile Play in Action on 01236 767767 or POMP (Peace of Mind for Parents/carers) on 01236 721382. Alternatively, additional childcare information can be accessed online at www.scottishchildcare.gov.uk or by telephoning 01236 812281.

THE SCHOOL YEAR

August 2023

In-service day: Monday 14th August 2023

In-service day: Tuesday 15th August 2023

Pupils return: Wednesday 16th August 2023

September 2023

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

October 2023

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

November 2023

In-service day: Monday 13th November

December 2023 - January 2024

Schools close: Friday 22nd December 2023 at 2.30pm

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

February 2024

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

In-service day: Wednesday 14th February 2024

April 2024

Schools close: Thursday 28th March 2024 at 2.30pm

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

- Good Friday 29th March
- Easter Monday 1st April 2024

May 2024

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

May holiday: Monday 6th May 2024

May weekend: Friday 24th May 2024 and

Monday 27th May 2024 (inclusive)

June 2024



Schools Close: Wednesday 26 June 2024 at 1pm August 2024

***Please note that the nursery is also closed to children on in-service days!**

The Nursery Year

Clarkston Nursery is a 48-week establishment.

A 48 week establishment will close for the following public holidays:

- 1st and 2nd January
- Good Friday 29th March and Easter Monday 1st April
- May Holiday 6th May
- May weekend Friday 24th May and Monday 27th May (inclusive)
- September weekend Friday 22nd September and Monday 25th September (inclusive)
- Christmas day and Boxing day and the 3 days in-between Christmas and New Year.

***Please note that the nursery is also closed to children on in-service days!**

TRANSFER/ENROLMENT

Children whose 5th birthday lies between 1st March 2022 and 28th February 2023 should enrol during January 2023. Advance notice of the actual dates will be placed in the local press and information will be available from the local nurseries and playgroups and from letters brought home by pupils already attending school. Parents/carers are, however, welcome to visit the school at any time throughout the year.

A programme for transition activities will be sent to all parents/carers who enrol inviting them to have a visit to the school, take part in workshop activities and share a lunch with their child using the catering facilities. All children are also invited for two sessions in the Primary One classroom.

All other parents/carers who seek a place for their child in the school should submit a request online to North Lanarkshire Council: <https://www.northlanarkshire.gov.uk/schools-and-learning/school-admissions/placing-requests>

EQUAL OPPORTUNITIES

The school is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people. We aim to eliminate unlawful discrimination and promote equality of opportunity for and between different groups of people in line with the Equality Act 2010, the Service's Promoting Equality and Diversity Circular Gen 155-10 and the Council's Equality and Diversity Policy and Equality Strategy 2019 -2024.



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

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

CURRICULUM FOR EXCELLENCE

What is Curriculum for Excellence?

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

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

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

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

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

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

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

What are the Curriculum for Excellence



levels?

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

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

What is the Broad General Education?

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

Curriculum Areas and subjects

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

The 8 curricular areas are:

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

The Senior Phase

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

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

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements



- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4

Personal Support/Career Planning

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

How will my child's learning be assessed?

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.

Assessment is an integral part of teaching and learning and pupils are continuously assessed in an informal way as part of the daily classroom routine. At other times standardised tests may be used to help teachers assess pupil progress and diagnose any learning difficulties and strengths.

Class teachers regularly collect evidence of pupil progress and attainment. This may include literacy assessments, numeracy/maths assessments, phonic assessments as well as a variety of samples of various pieces writing. This year assessments from the SNSA (Scottish National Standardised Assessments P1, P4 and P7) and CEM (Centre for Evaluation and Monitoring P1, P3, P5 and P7) will also be used.

Our pupils are also involved in self and peer themselves as learners and become more individuals.



assessment which helps them understand confident, responsible and independent

All parents/carers receive a full progress report once per school session. Both parents/carers and pupils are invited to comment on the report on a response sheet and this, plus the contents of the report, forms the basis for discussion at the subsequent Parents/Carers' Evenings.

Parents/carers are welcome to discuss their child's progress at any time. Those wishing to do so should contact the school to arrange a mutually suitable time.

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

Each year we will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high-quality education. We issue class newsletters, information booklets, questionnaires and provide opportunities for parents/carers to attend workshops or information evenings to ensure they are given the opportunity to support their child's learning as they progress through the school.

Further information on Curriculum for Excellence can be found on the Education Scotland website: www.educationscotland.gov.uk

The following sections give only a brief outline of what is covered in each subject area. Parents/carers are most welcome to contact the school to discuss more fully any aspect of the curriculum with the Head Teacher.

LANGUAGES (Literacy)

In the very early stages, the children are taught to read using the "Look and Say" method which involves looking at the word and picture and trying to remember what the word looks like. Our infant readers involve a variety of PM books. Our language scheme covers talking, listening, reading and writing at the Early and First Level.

Phonics i.e. the sounding and blending of letters, is taught alongside the look and say method. Our phonics programme is based on the North Lanarkshire Active Literacy Programme. Parent workshops are provided which include an introduction to this programme. From Primary 1 spelling is taught through the say, make/break, blend, read and write approach.

Our reading programme in Primary 4-7, follows the North Lanarkshire Active Literacy programme. This involves an in-depth study of novels by different authors and allows pupils to develop their skills in note taking, skimming, scanning and summarising. Pupils also learn how to complete a character study and justify their findings. Reading for Information skills are developed through a cross curricular focus including science, technology and social studies. Children are also encouraged to read for enjoyment as well as for information through our Home Reader scheme.

In the teaching of writing we use the North Lanarkshire Writing Pack which encourages a whole school approach to the teaching of writing, throughout the stages. This programme



thus ensuring progression and continuity encourages the children to reach targets in

their writing by planning, writing and then drafting and re-drafting their story. A Star Writer award is presented to those children who achieve their targets.

Listening and Talking are prevalent in all language activities. However, further opportunities to develop skills in talking are provided in the early years through purposeful play activities and "Show and Tell" and at the later stages through debates, presentations and public speaking. French is taught to pupils in Primary 1-7.

MATHEMATICS (numeracy)

In our Mathematics programme the children study the basic number skills of addition, subtraction, multiplication and division as well as developing problem solving and practical skills in measuring and weighing. Calculator work, information handling and the use of databases develop the skills necessary to cope in the present age of technology.

To assist our teaching and learning Heinemann Active Mathematics is used from Primary 1-7. Many other materials such as Tee Jay Maths, Interactive Mental Maths (Samson Maths) and computer software packages supplement the programme.

INTERDISCIPLINARY LEARNING (Social Studies, Sciences and Technologies)

SOCIAL STUDIES

Through the IDL programme our pupils will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. Teachers will use this framework to provide pupils with the opportunity for effective interdisciplinary learning by making connections across and between curricular areas. Educational visits are often arranged to places such as Summerlee, Motherwell Heritage Centre and Sky Academy to support our social studies programme. Members of the local community are regularly invited to the school to add practical and personal contributions e.g. the community policeman, the lollipop lady or school nurse.

SCIENCES

Through learning in the sciences, pupils will develop their interest in, and understanding of the living, material and physical world. The North Lanarkshire Sciences Programme, including Practical Science Investigations, is implemented throughout the school. The experiences and outcomes will provide opportunities for pupils to develop and practise a range of inquiry and investigative skills and support the development of a range of skills for life and work, including literacy, numeracy and skills in ICT. Themes studied may include Forces, Living Things and Electricity

TECHNOLOGIES

The technologies provide frequent opportunities for active learning in creative work-related contexts. The experiences and outcomes enable clear links to be made with all other curricular areas e.g. design and creative thinking are expressive arts. Pupils will study such computers and their services including video



central to both the technologies and the technologies as media, telecommunications, conferencing and e-mail.

Each of the above curricular areas are taught in conjunction with each other to help pupils apply their learned skills across the curriculum.

HEALTH AND WELLBEING

In Clarkston Primary School we consider personal and social development to be of paramount importance in developing pupils' self-esteem and self-awareness as well as their personal and interpersonal skills. Physical education is another aspect of the health and wellbeing framework and all pupils participate in two hours physical activity each week. The school also has a netball team, a football team and various sports/keep fit clubs. Relationships and sexual health is taught in the final term of each session. Parents will be informed of this through a leaflet and the school newsletter. Drugs awareness is taught throughout the school session and regulation of emotions is currently being developed to assist pupils in recognising their emotions and building resilience and skills in managing emotions.

EXPRESSIVE ARTS

Learning in the Expressive Arts offers rich and exciting opportunities for interdisciplinary work across art and design, drama, music and other areas of the curriculum.

Art and Design

Through Art and Design children are encouraged to express themselves visually and to appreciate and enjoy their own and each other's work. Their imaginations are stimulated through various media e.g. music or works of famous artists. Creative talent is developed through the use of different materials such as paint, fabric, plasticene and clay.

Drama

Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world around them. To help develop a range of dramatic techniques and skills our programme provides opportunities for the children to dramatise events, role play, mime, improvise and express their own and others' ideas. The opportunity to develop these skills often arises through other curricular areas and in Clarkston Primary these may be integrated within the contexts of Language, Social Studies or Religious and Moral Education.

Music

Our aim in music is to foster a lasting interest in and enjoyment for music. Our online interactive music programme ABC Music allows the children the opportunity to listen and respond to music, make their own music and sing familiar and unfamiliar songs. At least once per year the children participate in a musical production performed for a variety of audiences.



Children in Primary 5, 6 and 7 may learn to play a violin or woodwind instrument or a brass instrument with tuition provided by visiting specialist music tutors. The school also has an excellent choir who meet at lunchtime. At Christmas the children visit local hospitals and nursing homes to entertain residents.

RELIGIOUS AND MORAL EDUCATION

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 Clarkston Primary with these broad aims in mind and reflects council and national policies as set out in the Education (Scotland) Act 1980. Our Religious and Moral Education programme includes studies of aspects of Christianity, Judaism and Islam.

School assemblies take place on a weekly basis. The chaplain participates regularly in our school assemblies and in the closing service at the end of each term. This is usually held in Clarkston Parish Church as is our Christmas and Easter Service.

It is recognised that the Education Act allows parents/carers to withdraw their children from any instruction in religious subjects and from religious observance, and any such pupil will not be placed at any disadvantage with regard to secular instruction. Parents/carers who wish their child withdrawn from religious education should notify the Head Teacher in writing at the time of enrolment or as soon as possible thereafter.

ADDITIONAL SUPPORT NEEDS

Clarkston Primary and Nursery 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.

Our policy in relation to pupils with additional support needs reflects the staged intervention process, that is:

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

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

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

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



The Depute Head Teacher has responsibility in our school for managing support for learning and deals with any request for assessment by a child or parent/carer to establish whether a young person has additional needs or requires a Co-ordinated Support Plan.

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

Class teachers are responsible for teaching all children in their class, including the formation of Getting It Right for Me plans, and support can be provided by a member of staff from our Area Network Support Team if allocated by Education and Families. This support may take the form of advice, provision of appropriate materials or direct teaching.

For pupils with English as an additional language support is provided by the bilingual support service if required.

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

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

Parents and pupils are an essential part of the assessment; planning and review processes and your views will be actively sought.

When children are experiencing learning difficulties, parents/carers will be informed of the support to be given to their child and invited to contact the school to discuss progress and next steps in learning.

The school has excellent relationships with psychological services and regular meetings are held to discuss the progress and support of individual pupils.

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 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



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, 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.

THE SCHOOL AND NURSERY CLASS IMPROVEMENT PLAN

All schools in Scotland are required to devise an improvement plan as a tool for managing change and implementing authority and national initiatives. Plans are drawn up for a three-year cycle after consultation with staff, parents and pupils.

Our improvement plan priorities are:

Cluster Priority

- To embed the empowering cluster models to support children, young people and their families to realise their full potential.

Improvement Priority 1

- Attainment in reading will increase overall from 88% to 92% by May 2023, as evidenced in teacher professional judgement data from P1-P7.

Improvement Priority 2

- To continue to improve health and data, wellbeing tools and key



wellbeing for all, measured using attendance interventions.

Nursery Class Priority

- Continue to implement the pedagogy approach to ensure quality of care and learning. Improve Tracking and Recording of Progress.

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

Our school and nursery achievements are regularly celebrated and shared on the school/nursery Twitter page - @ClarkstonPS

SCHOOL PERFORMANCE

The following outlines our attainment performance:

Overall	2018	2019	2021	Local Authority Average
Numeracy	78.6%	80.6%	77.6%	76.1%
Reading	72.9%	77.6%	71.4%	74.6%
Writing	71.4%	81.8%	70.8%	70.8%
Listening and Talking	79.3%	80.0%	76.4%	80.9%
Primary 1	2018	2019	2021	Local Authority Average
Numeracy	77.1%	71.7%	81.0%	82.6%
Reading	81.3%	78.3%	69.0%	75.0%
Writing	85.4%	84.8%	66.0%	74.0%
Listening and Talking	72.9%	95.7%	71%	81.1%
Primary 4	2018	2019	2021	Local Authority Average
Numeracy	76.4%	86.0%	74.0%	72.2%
Reading	58.2%	75.4%	76.0%	72.6%
Writing	50.9%	78.9%	75.0%	67.7%
Listening and Talking	81.8%	71.9%	72.5%	80.1%
Primary 7	2018	2019	2021	Local Authority Average
Numeracy	83.8%	82.3%	73.0%	74.0%
Reading	83.8%	79.0%	76.0%	76.2%
Writing	83.8%	82.3%	71.0%	71.3%
Listening and Talking	83.8%	75.8%	95.9%	81.4%

The school has continued to work hard towards improved standards in literacy, numeracy and health and wellbeing by increasing the pace group teaching in literacy and numeracy and evaluate and meet the health and wellbeing



of learning with a more focused approach to using a termly SHANARRI pupil survey to needs of pupils.

Plans for improvement of the school's performance over the next three years include continued targeted support for learning in numeracy and literacy, continued monitoring of pace of learning in literacy and numeracy (as well as all other areas of the curriculum), involvement of teachers and members of the management team in interrogation of data to inform next steps in learning and teaching and involvement of parents and pupils through surveys and consultation to improve learning experiences. A programme for emotional wellbeing is currently being formed and this will be implemented and embedded to aid and assist pupils in managing and regulating their emotions with the view to emotional needs being met and pupils more ready and able to learn.

HOMEWORK

Provision of homework was recently reviewed after consultation with pupils, parents/carers and staff:

Primary 1-3 pupils:

Homework is 4 nights per week, which includes phonics, spelling, reading and maths.

Primary 4-7 pupils:

Homework is issued weekly, which includes 1 maths and 1 literacy task.

Children may also be set tasks which would involve research or investigative work at home.

Parents/carers are asked to sign homework when it has been completed.

Many class teachers now share homework on online platforms such as Seesaw and Microsoft Teams. Pupils are shown how to access this and are sent their log in details home to allow them to learn from home digitally.

THE SCHOOL ETHOS AND THE SCHOOL COMMUNITY

In Clarkston Primary School we aim to foster successful learners, confident individuals, responsible citizens and effective contributors through:

- Respect - the pupils have the opportunity, along with carers, to be heard and be involved in decisions which affect them.
- Responsibility - the pupils have opportunities and encouragement to play active and responsible roles in the school and the community. Where necessary, the pupils will have appropriate guidance and supervision and will be involve in decisions that affect them.
- Inclusion - the pupils will have help to overcome social, educational, physical and economic inequalities and will feel accepted as part of the community in whey they live and learn.
- Achievement - the pupils will be supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

Clarkston is a small community in which the school plays an important part. Parents/carers, former pupils and residents from the surrounding the school tries to instil in the pupils an community it serves.



area take a lively interest in the school, and interest and a pride in the school and the

The school has fostered close links with the local playgroups and nurseries and with Caldervale High School.

Classes have regular visits from representatives of the local services including the Community Police, Health, Fire and Park Ranger service as well as from the voluntary organisations in the area. Pupils visit and entertain residents in the local hospital and nursing homes.

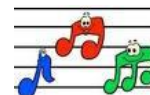
SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

Through our Religious Education and Religious Observance policies pupils are encouraged to recognise religion as an important expression of human experience and to reflect on the values, beliefs and practices of religious traditions within our community and beyond.

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

EXTRA CURRICULAR ACTIVITIES

Parents/carers and former pupils are involved in after school football and netball training and the children participate in local festivals and tournaments. We welcome any parent interested in supporting or further developing our extra-curricular programme. Both indoor and outdoor facilities are available for use.



The following outlines some of the extra-curricular opportunities at Clarkston:

- Choir
- Weaving
- Netball
- Fitness Clubs provided by the Active Schools' Co-ordinators
- School/Health Council
- Pupil Voice Group
- Eco/Fairtrade
- Rights Committee
- Football

The school is proud of its tradition of concerts, shows and assemblies where all our pupils are given the opportunity to perform.

PUPIL VOICE GROUP

Our Pupil Voice group regularly meets along with the Head Teacher and Depute Head Teacher to evaluate Health and Wellbeing in the school using HGIOS4 pupil version as a tool to assist them to do so. Last session they conducted a pupil survey on anti-bullying and used this information to form a strategy to assist pupils with this. This session, they will continue to evaluate Health and Wellbeing in the school and use this information to inform next steps to address any arising need.



SCHOOL/HEALTH COUNCIL

Pupils' views are sought through our school council with a representative from each class from P3 upwards. The group meet monthly with staff and discuss issues such as charity fundraising, awards, behaviour, health issues, health events, playground games and much more. The group has a chairperson and secretary. The secretary is responsible for writing the minutes of each meeting and also for dealing with correspondence relating to the council's work.

Following a meeting, each representative reports back to their own class.

RIGHTS RESPECTING COMMITTEE

Our Rights Respecting Committee is now established. Pupils are learning more about the United Nations Convention on the Rights of the Child and the articles that guide us to ensure every child has these rights met. A rights charter is formed in each class at the start of the new school session and we are currently working towards achieving silver status. A whole school and nursery 'Rights' event is held each year to promote the rights of our learners.

Digital Ambassadors

The digital ambassadors are learners who have a love for technology and have volunteered to help the staff and children at Clarkston Primary make the most of their learning through technology. They play an active role in supporting lessons where laptops/iPads are required, and they come up with new ideas on how to promote the use of technology across the school. They are actively involved in Digital CLPL promoted by the Digital Schools.

Reading Ambassadors

Reading Ambassadors are chosen for their love of reading, their willingness to share this passion with others and enthusiasm to promote reading throughout the school. Reading Ambassadors promote a love of reading across the school and recommend books to others and talk about their favourite authors. They demonstrate exemplary reading behaviours and be an excellent role model for others. Reading Ambassadors help with the purchase of new books and help maintain these.

ECO COUNCIL/FAIRTRADE COUNCIL

Eco Schools is an international programme working to promote environmental awareness throughout the school and the local community. Clarkston Eco Council was established in December 2002 with the election of pupils from P1 to P7. A new Eco Council is formed each year to provide pupils with the opportunity to serve on the council. The children play an active part in the management of the Committee through their roles as chairperson, secretary and litter monitors. The secretary is responsible for writing the minutes of each meeting and the reporters feed back to the rest of the school at assembly.

We were awarded our first Green Flag in June 2003 and progressed to receive our Fourth Eco Flag and Permanent Award Status in 2009. In November 2019, we successfully renewed our Permanent Award Status to gain our 8th Eco Flag. Our Eco work is integrated into the curriculum to provide engaging and meaningful contexts for learning.

FREEDOM OF INFORMATION



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

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

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

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Civic Centre, Motherwell ML1 1AB.

Why do we need your personal information and that of your child or young person?

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Legal basis for using your information

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

Your personal information

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

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

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

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

securely about your child or young person.

How will we use this information?



Your personal information will be used:

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

Who do we share information with?

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

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

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

How long do we keep your information for?

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

Your rights under GDPR

You can:



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

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

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

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

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish



Government

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

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

Providing national identity and ethnic background data is 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

**The ScotXed Support Office, SEGP,
6QQ.**



to:

Area 1B, Victoria Quay, Leith, EH6

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

Want more information?

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

CHILD PROTECTION

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

The Head Teacher is responsible for the 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 North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Mrs Yvonne Callander

Telephone Number: 01236 794805

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 Yvonne Callander

Telephone number: 01236 794805

PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

The relationship between learners and teacher is similar to that between child and his or her own parents/carers requiring mutual consideration, understanding and tolerance on both sides. The ethos of the school promotes positive behaviour, rather than punishment for misbehaviour. However, pupils must realise that rules are necessary to ensure the safety and wellbeing of all.

Our relationships policy is used for consistency across the school, but also to prepare pupils to be **ready to learn, respectful to others and conduct themselves in a safe way**. This ensures all pupils feel they belong and that they have friends and adults they can rely on and trust. Building a trusting relationship comes from being consistent, reliable, honest and taking time to listen and understand.

We promote positive behaviour in a number of ways and this is then recognised and celebrated at weekly assemblies and featured on our Twitter page and school WOW Wall. Hot Chocolate Friday is a reward for pupils who have consistently been the best person they can be and who have demonstrated a positive attitude throughout the school week.



In the event of a pupil's continued misbehaviour, parents/carers are informed, and their co-operation sought. Any serious or continual breach of school discipline may result in exclusion from school. A copy of our code of conduct and anti-bullying policy is in the appendix of this document.

HOME/SCHOOL LINKS

In Clarkston Primary we recognise that parents/carers have a major role to play in the overall education of their children and to help achieve parental co-operation and assistance we welcome as many links as possible between the home and school. We have a number of parent helpers who help out in the classrooms, with purposeful play, resources and other school activities. This is most beneficial to pupils, staff and parents/carers.

We also have an active Parent Council which provides an important link between home and school. The Council meets on the second Tuesday of each month at 6.30pm. Our Parent Teacher Association continues to grow from strength to strength. P.T.A. members meet on a monthly basis at 7pm.

We are always seeking more help and thus welcome and encourage any extra assistance that can be offered by parents/carers. Please contact the school if you can help in any way.

Parent/teacher consultations take place twice a year. These meetings provide opportunities for parents/carers and teachers to discuss the children's progress, enabling strengths and weaknesses to be identified.

Monthly newsletters are emailed to email inboxes to inform parents/carers of forthcoming events or to report on activities which have already taken place. School information is also posted on our school Twitter -@ClarkstonPS.

An annual calendar of events is issued at the beginning of the new session.

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.

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 circumstances may include:



only in exceptional circumstances. Such

- 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. A statement of the school's policy including procedures for the enforcement of attendance.

In Clarkston Primary we place a great deal of emphasis on attendance at school. Attendance is monitored closely by the Senior Leadership Team to identify children whose absence is less than 90% or there is a pattern of absence. Parents/carers are informed in writing if attendance is causing concern and, in some cases, will be invited to meet with the Head Teacher to discuss and set targets for improving attendance at school.

CLOTHING AND UNIFORM

All North Lanarkshire schools must have a in a way which is appropriate to attendance



dress code which encourages pupils to dress 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 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 Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £660 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 2023.

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.

In Clarkston Primary our school uniform consists of:

- black or grey trousers/skirt
- Clarkston tartan skirt/Pinafore
- red dress in the summer months
- white shirt and school tie
- school polo shirt and sweatshirt/cardigan
- black shoes



Uniform can be purchased from Scotcrest. For safety reasons children should wear shorts and t-shirt and have sensible gym shoes for physical education. No jewellery should be worn at P.E.

MEALS

A Cashless Cafeteria System operates in the school dining hall. A repetitive three-week menu is given out to all children at the start of the session, so they know in advance what meals are being served. There are three sittings each day. Children who bring packed lunches are also accommodated in the dining hall.

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 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 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

Other:

If dining supervision arrangements alter at different stages this should be outlined.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income below £660 per month), are entitled to a



meal without charge.

All P1 to P5 pupils are entitled to a free meal and free milk. From January 2022, P5 pupils will also qualify for a free meal. 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. All nursery pupils are entitled to free milk and a fruit or vegetable snack.

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk

Arrangements for those bringing packed lunches should also be included.

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 £660 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 2023.

Information and application forms for clothing grants may be downloaded from the council website www.northlan.gov.uk

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

Arrangements for nursery snacks should also be included.

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 the council's website.



procedures is available from the school or

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 is 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.

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.

Pick-up Points

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

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

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

Placing Request

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

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

MEDICAL AND HEALTH CARE



Information should be given about medical and dental inspections and dental treatment. There should be an indication of the procedures followed if a child takes ill at school. Parents/carers should be made aware of the necessity to inform the school of any particular medical requirements and of the arrangements to be made if a child has to be taken home.

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.

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.

CLARKSTON PRIMARY PARENT COUNCIL

Parent Councils came into force on 1st August 2007.



The membership of Clarkston Primary Parent Council consists of a minimum of 4 parents/carers/guardians of children attending the school or nursery. The maximum membership is 12 including co-opted members.

The Parent Council's rights and duties include:

- (a) supporting the work of the school;
- (b) representing the views of the parents/carers;
- (c) consulting with parents/carers and reporting back to the Parent Forum on matters of interest;
- (d) promoting contact between the school, parents/carers, pupils, providers of nursery education and the wider community;
- (e) fundraising;
- (f) taking part in the selection of senior promoted staff;
- (g) receiving reports from the head teacher and education authority; and
- (h) receiving an annual budget for administration, training and other expenses;
- (i) improving home/school partnership and facilitating parental involvement.

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents/carers 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.

Parent Council Members

Parent Members

Chairperson	Ruth Eglinton
Vice Chair	Karen Turner
	Peita-Anne Paterson
	Helen Galbraith
	Rachel Langan
	Heather Welsh
	Marion Dingwall
	Stewart Harbison
	Euan Leck
Clerk	Jennifer Rhodes

<u>Staff Members</u>	Mrs Kane
<u>Advisor</u>	Mrs Yvonne Callander

Election of Parent Council Members

Any parent/guardian of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by ballot. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-group.

PARENT TEACHER ASSOCIATION

We have an excellent P.T.A. in our school



whose role is:

- to support the school by organising fundraising activities
- to provide out of school hours activities/events for our pupils
- to forge links with the local community

P.T.A. Members

Chairperson:	Nikki Crossan
Vice- Chairperson:	Heather Welsh
Secretary:	Peita-Anne Paterson
Treasurer:	Emma Carlin
Staff Representative:	Barry Polatajko



The P.T.A committee members are an excellent support for school events and donate all funds raised to ensure our learners are gaining a wide variety of experiences.

SUPERVISION IN NON-CLASS TIMES

During wet playtimes, children will be kept indoors and supervised by the people mentioned below plus the Head Teacher, Depute Head Teacher and Principal Teachers.

An adult presence is provided in playgrounds at breaktimes in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In Clarkston Primary our playground is supervised at all break and lunch times by classroom assistants, additional support needs assistants and members of the Leadership Team.

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils normally transfer between the ages of $11\frac{1}{2}$ and $12\frac{1}{2}$, so that they will have the opportunity to complete at least 4 years of secondary education. Parents/carers will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The majority of pupils from Clarkston Primary transfer to:

Caldervale High School,
Towers Road,
Airdrie
ML6 8PG

Tel: 01236 794855

Every effort is made to make this transition as smooth as possible for the pupils with regular meetings for parents/carers and pupils throughout the year.

QUALIFYING STATEMENTS

Although this information is accurate at affecting any of the matters dealt within



time of printing, there could be changes the document:

- before the commencement or during the course of the school year in question.
- 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.

IMPORTANT ADDRESSES

Executive Director Education and Families

Derek Brown
Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Education and Families Manager (Acting)

Marie-Claire Hendry
Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Education Officer

Alan Henry
Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Councillors for Clarkston Ward

Alan Beveridge
Sophia Coyle
David Cullen
Tommy Morgan
Civic Centre

Chief Executive Area Office Officer

Des Murray
Civic Centre
Windmillhill Street
Motherwell
ML1 1AB
Tel: 01698 403200

Airdrie CLD Locality Office

Chapelside Community Centre
Waddell Street
Airdrie
ML6 6DL
Tel: 01236 751538
Email: CLD-Airdrie@northlan.gov.uk

CONTACTS IN RELATION TO SUPPORT FOR LEARNING

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

Caldervale High

Alistair Moore

MooreAli2@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

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

Health Centre

Airdrie Community Health Centre
88 Graham Street
Airdrie
ML6 8DB
Tel: 01236 772200

Social Work

Coats House
Gartlea Road
Airdrie

ML6 9JA

Tel: 01236 757000



COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES

Airdrie CLD Locality Office
Chapelside Community Centre
Waddell Street
Airdrie
ML6 6DL
Tel: 01236 638538
E: CLD-Airdrie@northlan.gov.uk

SPECIALIST TERMS

CfE	Curriculum for Excellence
GIRFME	Getting It Right for Me
NLC	North Lanarkshire Council
SIP	School Improvement Plan
SNSA	Scottish National Standardised Assessments

APPENDIX

CODE OF CONDUCT

In Clarkston Primary School and Nursery Class we wish our children to develop to their full potential in a safe and happy environment. In order for this to be possible the children have to understand the importance of having an agreed code of conduct both inside and outside the building. Therefore, a set of guidelines have been drawn up following discussion with the school council, which will encourage our children to be co-operative, caring and considerate towards others.

Within the school building:

- We walk quietly at all times.
- We are polite and courteous towards all staff, pupils and visitors.
- We respect school property and that of our fellow pupils.
- We start our work whenever we come in.
- We do our homework.
- We allow others to get on with their work.
- We listen to others.
- We wear our school uniform.



- We wait our turn if we wish to speak.

Outside the building:

- We do not leave the school grounds at any time without permission.
- We only re-enter the building at playtime in an emergency.
- We put our litter in the bins provided.
- We play safely with each other.
- When the bell rings we line up quickly.
- We ask for help if we need it.

CLARKSTON PRIMARY SCHOOL - PROMOTING A POSITIVE ETHOS

Pupils do better in schools with a good ethos and pupils do better when schools and parents work in partnership.

The following tells you what we are doing to promote a good ethos and how you can help.

What we are doing

In schools with a good ethos there is an emphasis on the promotion and recognition of good behavior. In Clarkston Primary School and Nursery Class this is a key factor in our whole school approach which includes:

- the use of Emotion Works to help pupils regulate their emotions
- operating a points system in each class which rewards good work and behavior
- the presentation of head teacher certificates at weekly assemblies for individual achievement
- the presentation to lines winners and a certificate at weekly assemblies and 5 minutes extra breaktime for weekly winners
- house system in operation with points being awarded for pupils being the best person they can be
- pupils working hard to achieve something awesome and their photo featured on Twitter and name featured on the awesome board
- good work walls which display examples of pupils' work
- providing opportunities for pupils to take responsibility as monitors, playground buddies, school captains, vice captains and school council representatives
- the presentation of prizes at our Leavers' Assembly in June

Circle Time - How it Works

The aim of Circle Time is to develop self-esteem and a positive attitude towards others.

Each class participates in Circle Time when appropriate. While seated in a circle the children discuss issues which have affected them in some way, either positively or negatively. The children then share ideas and comments to help each other. During Circle Time topics such as relationships, feelings or responsibilities may be discussed openly.

Skills Academy



In Clarkston Primary School we recognise the importance and value of building friendships and working together to promote teamwork and cooperation. To celebrate our success and achievements each week, all pupils participate in planned Skills Academy on a Friday afternoon. This is an important time as it encourages children to develop positive relationships within the classroom.

All learners have the opportunity to choose from a range of activities such as construction, board games, mindfulness, role-play and craft and learn new skills. These planned activities will help to develop social skills such as turn-taking and sharing as well as promoting creativity, imagination and problem-solving.

How you as a parent/carer can help:

Pupils do better when schools and parents work in partnership.

You can help by:

- encouraging your child to demonstrate the school values at all times
- encouraging your child to work hard at school
- checking your child's homework every night
- being supportive of our ethos policy

If you wish further information on our ethos policy, please do not hesitate to contact the school.



ANTI-BULLYING POLICY

Rationale

Research has shown that the single most important thing a school can do to prevent bullying is to have a clear policy to which staff, pupils and parents are committed. In Clarkston Primary School and Nursery Class our policy reflects such commitment.

Aims

In our school we aim to:

- develop a shared view throughout
- treat incidents of bullying seriously
- encourage a climate of openness and



the school that bullying is unacceptable

a listening culture

- take positive steps to prevent bullying
- develop a range of strategies to deal with incidents which may occur

Identifying Bullying

Bullying can be the intentional abuse of power to hurt. It need not be physical; often the most serious bullying is verbal, social or emotional in nature. It may manifest in the victim in any of the following ways:

- an unusual behaviour pattern
- loss of confidence, tearfulness, refusing to say what is the matter
- increased absences
- "losing" money or valuables
- frequent bruises or cuts
- involved in bullying younger children as a learned way to respond to other children
- reluctance to go out in the playground
- deteriorating work standards

Bullies often persist in:

- name calling
- pushing, hitting or kicking
- ignoring, isolating or talking about others

The Role of Parents

Parents should support their child by:

- listening and acknowledging by the problem
- staying calm and thinking things through before reacting
- telling the bullied child that they are not to blame for what has happened
- reassuring the child that something can be done to help
- reporting repeated or serious incidents to the school
- co-operating with the efforts of the school in dealing with the problem

The Child

Through discussion and curricular activities children in Clarkston Primary are:

- encouraged to be tolerant and supportive of each other
- encouraged to talk openly about incidents of bullying
- aware of the procedures for reporting incidents
- given support and advice on how to deal with bullying such as

Try to:

- stay calm
- look confident
- stay with friends
- pretend not to care

Try not to:

- think like a victim
- show they are upset
- blame themselves
- put themselves at risk

Procedures for dealing with Bullying

In Clarkston Primary School our procedures for dealing with incidents of bullying are as follows:

1. The children are encouraged to Captains, buddies or any member of situated outside the Head Teacher's



report incidents of bullying to the School staff, or by placing a note in the "Bully Box" room.

2. A record is kept of reported incidents of bullying which have been established.
3. Support is given to the victim and counselling to the bully.
4. When necessary parents are involved, and their co-operation sought in resolving the situation.
5. In extreme cases where no satisfactory outcome can be reached at school level, outside agencies would be involved.
6. The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system.

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

