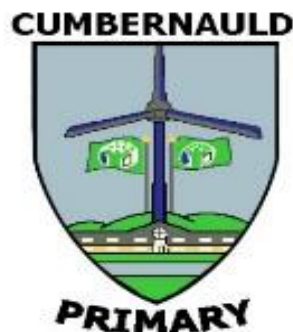


EDUCATION AND FAMILIES

**CUMBERNAULD PRIMARY SCHOOL**

**SCHOOL HANDBOOK**

**2022/2023**



Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt within the document:

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

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

**HEALTH PROMOTING SCHOOL-** Gold Award  
**SPORTSCOTLAND-** Gold Award  
**RIGHTS RESPECTING SCHOOL-** Bronze Award

Updated: January 2023



## North Lanarkshire Council: Education and Families

**OUR VISION:** In our school, we aim to provide a secure, stimulating environment where each child feels included and their individual abilities, skills and talents are fully developed.

### **OUR VALUES: (Effort, Kindness and Respect)**

Our school vision places the child at the centre of everything we do. We adhere to our Respect programme to promote a positive attitude to life-long learning. We follow the six kinds of Respect:

1. I respect my learning
2. I respect my potential
3. I respect myself
4. I respect others
5. I respect my community
6. I respect my environment



### **OUR AIMS:**

- Our children will achieve their potential educationally, socially and emotionally in a safe, happy, secure and trusting environment.
- Our children will be provided with opportunities to become successful learners through effective learning and teaching which offers appropriate challenge and support.
- Our children will develop an appreciation of self-worth, respect for themselves and others in an environment where wider achievement is celebrated and promoted.
- We will continue to maintain a positive partnership with parents, carers and the whole school community where each plays an important role in the development of our children's values.

In Cumbernauld Primary School we will develop the four capacities of a Curriculum for Excellence:

- Successful learners
- Confident Individuals
- Responsible citizens
- Effective contributors

## We aim to enable our children and young people to:

**BE A SUCESSFUL LEARNER**- this means our children and young people will:

- be enthusiastic and motivated for learning
- be determined to reach high standards of achievement
- be open to new thinking and ideas
- use literacy, communication and numeracy skills
- use technology to support learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different types of learning to new situations

**BE A RESPONSIBLE CITIZEN**- this means our children and young people will:

- have respect for others
- have commitment to participate responsibly in political, economic, social and cultural life
- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed ethical views of complex issues

**BE A CONFIDENT INDIVIDUAL**- this means our children and young people will:

- have self-respect
- have physical, mental and emotional well-being
- have secure values and beliefs
- have ambition
- relate positively to others and manage themselves
- pursue an active and healthy lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed choices
- achieve success in different areas of activity

**BE AN EFFECTIVE CONTRIBUTOR**- this means our children and young people will:

- have an enterprising attitude
- have resilience
- have self-reliance
- communicate in different ways and in different settings
- work in partnership and teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems



**Dear Parent/Guardian,**

**January 2023**

On behalf of the staff and our Parent Council, I would like to welcome you and your child to Cumbernauld Primary School.

We hope that your child will be happy here, and that you will work in partnership with us so that your child will gain maximum benefit while here with us.

We hope to foster in your child positive attitudes to:

- learning
- other children in the school
- all the adults connected with the school
- the school building
- our community
- the environment

and most of all

- him or herself

We aim to do this by having positive attitudes to these ourselves and by offering to your child a wide and varied curriculum based on the Curriculum for Excellence which will be interesting, informative and matched to the needs of your child.

We look forward to having your child as a member of our school community, and hope that you, too, will be active in the life and work of our school.

Yours sincerely

Ed Clinton

Head Teacher

### **Covid-19 Pandemic**

North Lanarkshire Council 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](http://www.northlan.gov.uk)

## **School Information**

Cumbernauld Primary School

Eastfield Road

Cumbernauld

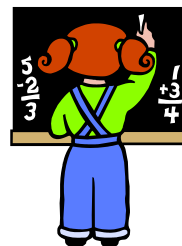
G68 0EB

(t) 01236 632110

(m) 07903939190

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

Email: [enquiries-at-cumbernauld-pri@northlan.org.uk](mailto:enquiries-at-cumbernauld-pri@northlan.org.uk)



Cumbernauld Primary is a non-denominational, co-educational school with **404** pupils at present and a total working capacity of **554**. Our planning capacity is **559**.

We have 16 classes in year groups from Primary 1 to Primary 7. Teaching staff is currently set at **19.16 FTE**. Parents should note that the working capacity of the school may vary dependent on the number of pupils at each stage and the way in which the classes are organised.

The main classroom block is on two floors with the infant and some middle school classes on the ground floor. The remaining junior and senior classes are located on the first floor. An open area joins onto the central block where administration, library and staff areas are found. The main hall where Physical Education, performances, events and school dinners are held is joined to the central block and is linked to the teaching areas. Outdoors the grounds provide an all-weather pitch, a trim trail and playgrounds.

We promote equal opportunities for all in our school. We seek to ensure that everyone associated with our school is treated with respect and fairness, has a sense of belonging to our school community and feels welcome and safe in it.

Any incidents of bullying or racial harassment should be notified to the Head Teacher so that appropriate action can be taken.

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>

School lets and information related to them can be obtained by contacting:

Letting procedures Application for lets of school premises should be made Community Facilities Section Coatbridge Community Centre 9 Old Monklands Road Coatbridge ML5 5EA Telephone: 01236 632778

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

## **Staffing 2022/23**

Head Teacher:	Ed Clinton
Depute Head Teacher:	Jenny Hart
Principal Teacher:	Elaine Gillespie
Principal Teacher:	Jennifer Kinnear
Principal Teacher 0.6- (Acting)	Claire Craig
Principal Teacher 0.6- (Acting)	Lynsey Connelly

The Head Teacher is responsible for managing the affairs of the school, the curriculum, resources, communication, and relationships with the wider school community.

The Depute Head Teacher deputises for the Head Teacher where appropriate. Our Depute Head Teacher is responsible for specific year groups, curricular areas and the coordination of additional support for learning across the school. The Depute Head Teacher is also responsible for all aspects of transition from nursery to primary education.

The Principal Teachers are usually class committed and provide a range of practical support and guidance to class teachers. Our Principal Teachers also contribute to leading whole school events and projects as well as closing the poverty related attainment gap.

### **Classification and Classes for 2022/23: (9<sup>th</sup> January 2023)**

<b>Primary 1</b>	<b>Primary 2</b>	<b>Primary 3</b>	<b>Primary 4</b>	<b>Primary 5</b>	<b>Primary 6</b>	<b>Primary 7</b>
<b>59</b>	<b>72</b>	<b>52</b>	<b>65</b>	<b>47</b>	<b>56</b>	<b>53</b>

<b>Classes</b>	<b>Teacher</b>
Primary 1a	Mrs L Wares
Primary 1b	Mrs R Canning and Mrs H Kerr
Primary 1c	Miss L Connelly (PT)- Acting
Primary 2a	Mrs C Allison
Primary 2b	Mrs L Coutts and Mrs G Mullett
Primary 2c	Miss E Richmond
Primary 3a	Miss K Gomez
Primary 3b	Mrs C Craig (PT)- Acting
Primary 4a	Mrs N Simmonette
Primary 4b	Miss N Young
Primary 5a	Mrs D Cardle and Mrs F Gillooly
Primary 5b	Mrs R Curran
Primary 6a	Mrs G Wright
Primary 6b	Mrs J Kinnear (PT)
Primary 7a	Mrs E Gillespie (PT)
Primary 7b	Mrs D Brett

Non-Class Contact Teacher(s) (all 0.6 FTE)	Mrs McFarlane, Mrs McGregor and Miss Rafferty
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Primary schools within Scotland educate children within the age range of 4 to 12 years. Within Scottish primary school children are organised into seven stages, Primary 1 to Primary 7.

A year stage is defined as a group of pupils entering primary education at a common date. Since the number of pupils at any stage can vary, there are times when composite classes must be formed.

**In classes the maximum number of pupils are as follows:**

<b>Stage</b>	<b>Number of children</b>
Primary 1	25
Primary 2 and 3	30
Primary 4 to 7	33
Composite classes	25

Schools are staffed to agreed staffing standards based on the total number of pupils within the school regardless of the number of pupils at each year stage. This means that Head Teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

The Head Teacher will structure the classes based on advice and guidance provided by North Lanarkshire Education and Families.

In North Lanarkshire, composite classes are formed based on language and/or mathematics working groups. This means that pupils who are working broadly at the same level and pace in language and/or mathematics are grouped together. This arrangement allows for the most efficient use of teaching resources across the school.

### **Administration and Support Staff**

Senior Clerical Assistant	Mrs E Marshall
Clerical Assistant & Dining Room Assistant	Mrs S Cassidy
Classroom Assistant	Mrs M Kiernan
Additional Support Needs Assistant	Mrs L Lynas
Additional Support Needs Assistant	Mrs S Cooper
Additional Support Needs Assistant	Mrs A Nimmo
Additional Support Needs Assistant	Mrs C Nightingale
Additional Support Needs Assistant	Mr J Lambert
Breakfast Club Assistant	Mrs S Cassidy
Facilities Officer	Mr P Gibb

### **School Hours (Please note that all P1 pupils attend on a full-time basis from the first day of the school session in August)**

School Begins	9am
Interval	10.50-11.05am
Lunchtime P1-P3	12.15-1pm
Lunchtime P4-P7	12.30-1.15pm
School closes	3pm

We like your children to be on time but remember it is better to come late than not come at all. Please try not to have children arriving too early in the playground in bad weather, five minutes before the bell will do very well. During adverse weather conditions we open the school building at 8.45am to allow pupils to come in. However, this is always dependent on our staffing levels.

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

## **After School Care**

The organisations that collect pupils after school are:

<b>Organisation</b>	<b>Contact Details</b>
Cumbernauld and Kilsyth Nursery Out of School Care	01236 728810
Tiny Tots Nursery and After School Care	01236 454100
Auchinbee Out of School Care	01236 451100

## **The School Year**

### **PROPOSED SCHOOL HOLIDAY ARRANGEMENTS (INCORPORATING LOCAL HOLIDAYS AND IN SERVICE DAYS)**

#### **August 2023**

In-service day (all areas): Monday 14 August 2023

In-service day (all areas): Tuesday 15 August 2023

Pupils return to school: Wednesday 16 August 2023

#### **September 2023**

September weekend holidays: Friday 22 September 2023 and Monday 25 September 2023

#### **October 2023**

October break: Monday 16 October 2023 to Friday 20 October 2023 (inclusive)

#### **November 2023**

In-service day (all areas): Monday 13 November 2023

#### **December 2023 - January 2024**

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

Schools close at 2.30pm on Friday 22 December 2023

#### **February 2024**

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

In-service day (all areas): Wednesday 14 February 2024

#### **April 2024**

Spring break: Friday 29 March 2024 to Friday 12 April 2024 (inclusive)

Schools close at 2.30pm on Thursday 28 March 2024

Good Friday: 29 March 2024 and Easter Monday: 1 April 2024

#### **May 2024**

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

May holiday (all areas): Monday 6 May 2024

May weekend: Friday 24 May and Monday 27 May 2024

#### **June 2024**

School closes- Wednesday 26 June 2024 at 1.00pm

## **Enrolment Procedures**

We enrol all children who:

- will be five years old by the registration date and who are not already attending school
- will reach the age of five on or before the last day in February of the following year.

There is an induction programme in the summer term when parents and new entrants are invited along to the school.



Any parent wishing to enrol their child at any other time during the year can arrange this by contacting the school to arrange an appointment with the Head Teacher or Depute Head Teacher.

If your child is transferring into our school, you are invited to meet his/her teacher, to visit our classrooms and to have a look at the resources we use. Please telephone the school to make an appointment with the Head Teacher or Depute Head Teacher.

### **Placing Requests**

You have the right to make a placing request for your child to be educated in a school other than their catchment school. In December each year, the local authority will advertise its arrangements for placing requests.

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

Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. Once a pupil has reached the school leaving age **the pupil not the pupil's parents** may choose which school to go to.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website.

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

### **Security Policy Statement and Procedures**

***“Our aim is to make our school welcoming, happy and safe for everyone”***

- We ask staff and pupils to think carefully about their own safety.
- We lock pupils' gates and doors after the start of the school day - when deliveries are arriving, or bins are being emptied gates are opened
- We ask all visitors to sign in and out and to wear a “visitor's badge” when in the school grounds.
- We ask all visitors to follow carefully the directions signs both outside and inside the building- especially around our school roadway and parking areas.
- We ask visitors report to the office first rather than going directly to classrooms.
- We ask you to let us know if you see anyone acting suspiciously around our school.
- We ask all staff and pupils to report any unauthorised person in the school or in the grounds around the school.
- We ask you to share with us any ideas you may have to make our school safer.

## **Parking**

Parents are kindly requested to exercise caution when driving in the vicinity of the school at assembly and dismissal times. **PLEASE ALWAYS USE THE DESIGNATED AREAS AND THE PRESCRIBED PEDESTRIAN ACCESS ROUTES.**

The safety of pupils is of the utmost importance and every adult has a responsibility to ensure that our pupils are not at risk from inconsiderate parking or unsafe driving practices. Your co-operation in this matter would be greatly appreciated.

## **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.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – **wisdom, justice, compassion and integrity**. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

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

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.

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

There are eight curriculum areas: -

- \* **Expressive Arts**
- \* **Health and Well Being**
- \* **Languages (literacy)**
- \* **Religious and Moral Education**
- \* **Sciences**
- \* **Social Studies**
- \* **Mathematics (numeracy)**
- \* **Technologies**

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

### **Learning is divided into two phases:**

The Broad General Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into 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. The levels are:

#### **LEVEL**

Early  
First  
Second  
Third and fourth  
Senior Phase

#### **STAGE**

pre-school to P1  
to the end of P4  
to the end of P7  
S1 to S3,  
S4 to S6 and other forms of study

## **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 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 can 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.

## **Assessment and Reporting**

Assessment is an important part of the Curriculum for Excellence and, at all levels pupils' progress is closely monitored by teachers and staff.

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

## **Implementing Curriculum for Excellence**

Our focus for learning engages with the experiences and outcomes of Curriculum for Excellence across the subject disciplines. Prior learning and good practice is assimilated into programmes and courses for children to experience continuity of learning.

The children are encouraged to become highly involved in their own learning and supported in self-evaluating their progress linked to the identified success criteria of each lesson.

Promoted staff monitor the work of all classes, observing lessons, questioning pupils, looking at samples of work and offering feedback to further improve the quality of learners' experiences.

We aim to use a range of formative and summative assessment approaches and materials across all stages in the school to ensure all pupils are making appropriate progress. 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.

### **Snapshot Jotters**

Your child will bring their 'snapshot' jotter home to show you their learning journey. This will document their progress and achievement over time in the following areas:

- Reading
- Writing
- Number
- Beyond number and
- Interdisciplinary learning (topic work)

We welcome feedback from both the parent and child to set next steps and learning targets for the future.

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.

### **Interdisciplinary Learning**

Interdisciplinary topics are based upon the 'bundling' or 'connection' of experiences and outcomes within and across areas of the curriculum. Interdisciplinary learning enables teachers and learners to make connections across learning through exploring relevant and meaningful links. It supports the use and application of what has been taught and learned in new and different ways.

This ensures that pupils can clearly see the links in their learning and provides relevant, challenging and enjoyable learning in a stimulating and relevant context.

Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner's point of view. In Cumbernauld, parents and children are consulted on a termly basis to ensure meaningful learning activities and experiences are delivered.

### **Ethos and Life of the School**

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents of children. Children should be encouraged to contribute to the life and work of the school and from the earliest stages, to exercise their responsibilities as members of the community. In Cumbernauld, we actively encourage and support children to become involved in Buddying activities, Pupil Council, Rights Respecting Schools Steering Group, JRSOs and to become members of a range of clubs, at lunchtime and after school. Children are also encouraged to present and talk at assemblies and to take part in local community events- all of which build confidence and self-esteem.

### **Opportunities for Personal Achievement**

Pupils need opportunities both in the classroom and beyond, giving them a sense of satisfaction and building motivation and confidence. We recognise the importance of both academic and personal achievements, which take place both in and out of school. On a monthly basis we hold a whole school Celebrating Success Assembly, where children are given the opportunity to share personal achievements in front of their peers. These are displayed in the school.

Class teachers continuously use stickers; awards, points systems and 'Me' time to celebrate the achievements of their pupils. Our staff work hard to acknowledge and record individual achievements.

**Curriculum Areas:** Our curriculum rationale details our approaches to the delivery of the curriculum across the school. Pupils will experience the following subjects:

### **Numeracy and Mathematics**

Mathematics involves understanding ideas and developing skills in:

- Number, money and measure
- Shape, position and movement
- Information handling



We develop a problem solving and investigative approach in mathematics to help our pupils apply their skills and understanding to real contexts. Developing skills in mental calculation is an important aspect of our numeracy curriculum and all children across the school are involved in mental calculations as part of their work. The following key strategies permeate teaching and learning approaches across the age and range of abilities throughout the school:

- Counting on and back e.g., seeing patterns  $7 + 2$ ,  $17 + 2$ ,  $47 + 2$  and so on.
- Partitioning and investigating how to split a 2 then 3-digit number  $54$  as  $50 + 4$  /  $124$  as  $100 + 20 + 4$
- Complements to 10 e.g.,  $3 + 8 + 7$  as  $3 + 7$  then add 8 on
- Bridging and adjusting e.g., investigation of adding on from 9 and 8 using 10 to help  $9 + 3$  as  $10 + 2$
- Doubling and halving e.g., links to multiplication tables – 2 to 4, 10 to 5 and 3 to 6.



### **Literacy and English**

There are two aspects of the languages area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning - whether that is English, Gaelic or, for young people who need additional support, the means of communication which enables them to communicate most effectively. The second covers experiences and outcomes in additional languages. Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work. Literature opens new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment. Scotland has a rich diversity of language, including Scots and the growing number of community languages such as Urdu, Punjabi and Polish. This diversity offers rich opportunities for learning. Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Learning through the languages area of the curriculum enables children and young people to:

- Develop their ability to communicate their thoughts and feelings and respond to those of other people.
- Develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life.
- Use different media effectively for learning and communication.
- Develop a secure understanding of how language works and use language well to communicate ideas and information in English and other languages.
- Exercise their intellectual curiosity by questioning and developing their understanding and use creative and critical thinking to synthesise ideas and arguments.

- Enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language.
- Develop competence in different languages so that they can understand and communicate including, for some, in work settings.

Cumbernauld Primary implements North Lanarkshire's Active Literacy approach to learning. This means that we do not follow a single resource or 'reading scheme' but instead expose our learners to a wide range of fiction and non-fiction texts from a range of publishers and authors.

We strive to provide enjoyment in learning by offering opportunities for personalisation and choice to ensure a high level of engagement and a genuine desire to read.

### **Modern Languages**

The Scottish Government's report "Language Learning in Scotland: A 1+2 Approach" was published in 2012. Local authorities and schools are now working towards implementation of the report. The aim is to enable children and young people to study two languages in addition to their mother tongue in all Scottish primary and secondary schools.

### **Why should my child learn other languages?**

\* More than 75% of the world's population does not speak any English at all. Having a grasp of other languages will enable your child to explore different cultures in more depth in order to become a true global citizen.

\* Very importantly, the Scottish economy needs a workforce with relevant language skills. We must, therefore, ensure that young people leave school equipped with the skills for learning, life and work that they will need for a successful future in a global society.

\* Learning languages can be a fun and motivating experience. It gives learners a deeper understanding of how their own language works and develops their confidence and literacy skills.

***Please note that the teaching of languages offered at Cumbernauld Primary is subject to the expertise of the teaching staff. This session, (2022/3) all pupils in P1-P7 are taught French on a weekly basis. Pupils in P5-P7 stages are also taught Spanish on a weekly basis.***

### **Health and Wellbeing**

This subject area is one of the core elements of our school curriculum. It is taught at all stages in the school and can be taught discretely or as an integral part of interdisciplinary learning. We use a range of health education resources (Knowing me, Knowing you, Healthy Schools) and PaTHs – a programme for personal and social development.

North Lanarkshire Council is committed to the provision of quality sex education in accordance with National Guidelines. It forms a key element of personal, social and health education in schools and is an important part of children's preparations for adult life. The purpose of this work is to provide knowledge and understanding of the nature of sexuality and the process of human reproduction within the context of relationships based on love and respect. It should develop understanding and attitudes, which will help children to form relationships in a responsible and healthy manner.

Our Programme of Study for children will comprise:

### **Primarys 1 to 3**

- Awareness of the way babies grow and change
- Uniqueness of their body
- Where living things come from
- Family and special people who care for them
- Dealing with feelings

## **Primaries 4 and 5**

- Exploring changes in the body
- How human life begins
- Being part of a family
- Dealing with bullying situations
- Dealing with feelings

## **Primaries 6 and 7**

- Physical and emotional changes at puberty
- Body image and self-worth
- Understanding of their own developing sexuality
- Developing an awareness of gender identity
- Changing nature of friendships
- Dealing with feelings
- Menstruation, pregnancy and birth

We are now using a national resource to deliver these lessons to the children. You can access the content from <https://rshp.scot/> The national RSHP curriculum has been in place for some years, and it forms an integral part of Curriculum for Excellence.

- All content is age and stage appropriate for learners 3-18 years, organised by Curriculum for Excellence Levels, from Early Level through to Senior Phase.
- We need to deliver RSHP education that helps protect children and young people from harm and supports them to understand that friendships and personal relationships should be healthy, happy and safe.
- You can familiarise yourself with the material your child will cover in class by accessing the website link detailed above.



### **Expressive Arts**

Pupils are encouraged and provided with many opportunities to develop the skills to express themselves through art and design, dance, drama and music. A brass instructor visits the school on a weekly basis and pupils in P5-P7 can learn the trumpet.

## **Technologies**

Our programme for technologies looks at aspects of technological developments in society as well as the use of ICT to enhance learning. The basic skills of technology are introduced at the early level and developed to enable children to integrate their technological skills to enhance all areas of their learning. The areas covered in this part of the curriculum are:

- Technological developments in society
- ICT to enhance learning.

## **Social Studies**

This area of the curriculum incorporates three main areas:

- People, Society, Economy and Business
- People, Past Events and Societies
- People, Place and the Environment

Planning for learning adopts a responsive and integrated approach in order to enable children to make connections and apply their skills. The children are involved to ensure due account is taken of prior learning, knowledge and interests.

## **Sciences**

This area of the curriculum incorporates four main areas:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials

Through learning in the sciences, the children will engage in a wide range of collaborative and investigative tasks.

## **Religious and Moral Education**

Education Scotland outlines the unique contribution of Religious and Moral Education:

- Learning about who we are and how we deal with questions of meaning, value and purpose.
- Learning contexts, which are significant and relevant in every community across Scotland.
- Values of compassion, wisdom, justice and integrity are embedded within the curriculum content and approaches to delivery.
- Promoting strong emotional, social and spiritual wellbeing alongside increasing intellectual capacity.
- Increased awareness of the importance of and relationship between individual, family and community.
- Deeper understanding of when to hold firm to personal beliefs and values and when to compromise.
- Opportunities for genuine dialogue about faith and beliefs.

The key aspects covered in our RME programme are:

- Christianity
- World religions
- Beliefs and values

These are taught throughout the school in topics or interdisciplinary projects appropriate to each stage. Children enjoy learning about the beliefs and customs of our own and other cultures. It is recognised that the Education Act allows parents to withdraw their children from any religious observance and any such pupil will not be placed at a disadvantage with respect to secular instruction. Should you wish your child to be withdrawn from Religious Observance, please contact the Head Teacher. (01236 632110)

Parents 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 anyone, school session and the pupil noted as an authorised absence in the register.

A religious observance service is held with our joint campus partner, St. Andrews Primary at the end of each school term.

## **Additional Support Needs**

The Named Person in our school is our Head Teacher- Ed Clinton.

Jenny Hart, Depute Head Teacher, is our designated Additional Support for Learning Coordinator.

Cumbernauld Primary 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.

In line with advice and guidance from North Lanarkshire Council, the school follows a model of staged intervention to support its pupils.



Children and young people with English as additional language are supported accordingly. The school can request support by contacting our Cluster Improvement and Integration Lead, Lois Mullaney.

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.

### **Planning- Getting it Right for Me**

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

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

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when several 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.

If 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

### **Home School Links**

We endeavour to build up positive relationships with our parents and encourage them to come into school to discuss any matter relating to their child's welfare. It is to the advantage of the child if any problems are discussed immediately.

Parents are encouraged to volunteer their services to the school as 'helpers' in many aspects of our daily school life and as helpers for outings, leisure activities etc.

We operate an 'open door policy'. The Head Teacher or Depute Head Teacher are always available to discuss any issues/matters in confidence.

Parents are kept informed of school events and curricular updates through regular newsletters. Your child will also bring home a 'What we are learning' sheet each term to inform you of the planned learning for their class.

All parents are members of Cumbernauld's Parent Forum. An active Parent Council meets regularly and holds regular social events for children and parents.

Some useful information contacts for parents to find out more on education are as follows:

- Cumbernauld Primary- <https://blogs.glowscotland.org.uk/nl/cumbernauldprimary/>
- North Lanarkshire Council- [www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk)
- Engage Parent Forum- [www.engageforeducation.org](http://www.engageforeducation.org)
- National Parent Forum for Scotland- [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)

### **Parent/Teacher Talks**

During the school session, you will be invited on two separate occasions to meet with your child's class teacher for a discussion about their progress. The first is usually held in October/November. By this time, the children have settled into their new class and established a working relationship with their new teacher. This first meeting provides parents/carers and teachers with the opportunity to discuss their child's learning and attitude to school and to plan personalised areas for development.

The second meeting is usually arranged for March/April. An annual written report is also issued in June and parents/carers have an opportunity to comment on their child's progress.

We welcome and encourage parents/carers interest in their child's progress and are committed to working in partnership with parents/carers to support and build upon this interest. Should you wish an opportunity to discuss your child's learning out with the formal reporting sessions, then we would request that you contact the school first so that a convenient time for a meeting can be organised. By doing this you allow us, time to arrange class cover for the teacher should this be necessary.

### **School Outings**

Clothes should be comfortable and suitable for the occasion. We recommend that the children should wear their school uniform. In our climate, a shower proof jacket is advisable.

## **School Improvement Plan**

At Cumbernauld Primary, we are fully committed to the process of self-evaluation to determine and direct whole school improvement. Self-evaluation focuses on the extent to which a school knows itself well and improves the successes and achievements of learners, and the school community more widely. Each year, the school is required to produce an Improvement Plan, which will detail the improvement projects, which the school intends to undertake during the session – some of these projects may be carried out over a 2/3-year period while others may be 1-year plans.

Improvement Plan Summary- Session 2022/23	
Cluster Priority: (Cumbernauld Academy)	To develop consistent approaches across the cluster that focus on improving the health and wellbeing of all children, young people and their families. These approaches will contribute to closing the attainment gap between most and least disadvantaged children.
School Priority 1:	Continue to close the attainment gaps in literacy and numeracy across the school.
School Priority 2:	Continue to improve and support the mental, social, emotional and physical health of children, families and staff
School Priority 3:	Continue to develop a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high-quality learning experience for all children.

A copy of the Improvement Plan and Improvement Report is available by request from the Head Teacher. A summary of the Improvement Report is issued annually to all parents. The latest version can be accessed from:

<https://sway.office.com/lf0yLpjDFLbMIKPk?ref=Link>

This document will also provide you with information about the school's current levels of performance in Curriculum for Excellence.

Information about the progress of our Improvement Plan is discussed at parent council meetings and through our school newsletters.

**Education Scotland:** Further information regarding the implementation of Curriculum for Excellence and learning and teaching can be obtained from [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## **Home Learning**

Homework or home learning aims to inspire children's learning at home and be the learning link with parents. Our home learning experiences will develop curricular and social skills. Our home learning has been designed in order to give importance to the quality and nature of children's learning and provide some opportunities for personalisation and choice.

Our specific aims of home learning for P1-P3 are:

- Practice reading aloud with parents/carers each night.
- Practice their common words and sounds.
- Share current learning
- Complete work to the same standard as in class.

Our specific aims of homework for P4-P7 are:

- Use their curricular skills in their homework building on current learning being taught in class.
- Using novels to develop their personal reading skills.
- Complete work to the same standard as in class.

It is our wish that parents and carers will:

- Hear their child reading nightly, particularly at P1-3 stages.
- Support their child and the school to ensure home learning is completed to reinforce and consolidate prior learning.
- Contact school, if they have any concerns regarding home learning
- Evidence tasks by including a photograph, a drawing or writing a short description.
- Assess their child's learning with their child through Snapshot jotters

### School Ethos

The quality of education, which can be offered, is dependent upon the quality and effectiveness of the learning and teaching, which can be provided. To be fully effective, this requires the existence of a positive and purposeful learning environment within the school. We always expect a high standard of behaviour from your child at school. We have 6 key expectations in our RESPECT agenda:

1. I respect myself
2. I respect others
3. I respect the environment
4. I respect my learning
5. I respect my community
6. I am the achieving kind



Currently, children are rewarded for their commitment to all aspects of this programme where 'Me Time' tickets are given to either the class or individual. The winning 'Me Time' class/es are rewarded on a weekly basis and their achievements highlighted in a variety of ways throughout our school.

### Our Pledge

I am one of a kind  
I am kind to myself  
I am kind to others  
I am kind to the environment  
I am the learning kind  
I am the achieving kind  
I am the community kind  
And I love life!

### In the Classroom

The class teacher will discuss with children in his/her care the standards of behaviour expected in school. A class charter is developed in consultation with pupils based on the rights of the child. We want to work in partnership with you for the good of your child and the school community. Classroom sanctions may include loss of a privilege, a reflection exercise, and as a final resort, suspension from school.

### In the Playground

Appropriate members of staff deal with incidents that occur in the playground immediately.

**Please do not encourage children to hit or fight in any way but to inform an adult about any situation or problem in the playground.** We aim to make our playground a **safe** and **happy** place to be for the children. If you have any worries or problems with your child, we would be happy to discuss them with you.

### **The House System- Four Houses-One Family!**

Our House System is a joint campus venture. The main aims of which are to encourage good behaviour and a positive work ethic amongst all children. The children are divided into four houses- **BEECH, HAWTHORN, OAK** and **SYCAMORE**.

A culture of inclusion within Cumbernauld Primary is ensured by our strong desire to create a secure, accepting and collaborative learning community, where everyone's background, level of ability, culture and religion is valued. Our school recognises and celebrates a broad range of talents, abilities and achievements and fosters a climate of high expectation for every child.

### **Tea/Hot Chocolate with Mr Clinton**

Every fortnight, the class teacher will nominate a pupil who has consistently demonstrated our core values of effort, kindness and respect to join our Head Teacher, Mr Clinton for Tea or Hot Chocolate.

### **Anti-Bullying**

Bullying in any form, verbal, physical or threatening, will not be tolerated and parental cooperation will be sought to ensure that such unacceptable behaviour is eradicated at an early stage. If any parent suspects that his/her child is being bullied, this must be communicated to a member of staff to enable action to be taken. The recording of bullying or alleged bullying incidents are recorded electronically as part of the school's monitoring system.

The school has an Anti-Bullying policy, detailing signs of bullying, preventative measures, the roles of parents and staff, and the procedures to be followed when bullying has been identified. We follow North Lanarkshire Council's Promoting Positive Relationships: Respect for All: Anti Bullying Policy (May 2019). A copy of this policy is available on request for parents and carers from the school office.

Parental co-operation will also be sought in the event of any other behavioural difficulties, which may arise. This may involve the Head Teacher or Depute Head Teacher, parent and class teacher meeting on a regular basis to discuss, agree and implement a plan of action to resolve a difficulty. This level of co-operation is usually very effective. Where pupils persist in displaying behaviour that is seriously detrimental to the good order of the school, a temporary or permanent exclusion may be imposed. The aim is to train pupils in self-discipline rather than to impose discipline. However, the safety and happiness of pupils is of the utmost importance, and this features strongly in our school values.

### **Rights Respecting Schools**

We have embarked on a journey to become a UNICEF Rights Respecting School as this underpins our whole school ethos. In Cumbernauld, we strive to embed the principles of the United Nations Convention on the Rights of the Child (UNCRC) at the core of our ethos. By making our children aware of their rights and responsibilities and how they can respect these, we hope that they can make informed decisions about their learning, health and wellbeing and become responsible citizens.

### **Out of Hours Learning**

The school offers a wide range of extra-curricular activities and experiences for our children. These are varied and matched to the interests of the children. Activities offered in the past included:

\* Shakespeare's Kids \* Glee Club \* Lego Club \* Badminton \* Football \* Basketball and \* Cross Country.

The school will inform parents about the opportunities throughout the year.

Our Active Schools Coordinator (Kirsty Bryne) also assists the school to offer access to activities beyond the school day.

We usually have various theatre groups to perform a pantomime or a play to the children at various times throughout the year.

## **Freedom of Information**

The Freedom of Information Act (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a timescale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted 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 the Civic Centre, Windmillhill Street, 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 necessary. Sometimes this is set out in law, but in most cases, it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on the Council website.

## **Your rights under GDPR**

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.

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

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

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

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

### **Transferring Educational Data about Pupils**

Education authorities and the Scottish Government

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

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

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations



contained in this message and on our website will help you understand the importance of providing the data.

### **Why do we need your data?**

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

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

### **Your GDPR rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)). SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

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

### **Any Concerns**

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

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

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

**Want more information?**

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

### **Attendance at School**

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

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

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

The school investigates unexplained absences, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter of the Children's Panel, if necessary.

**Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised as defined by the Scottish Executive. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/Guardians should inform the school by letter of the dates before going on holiday.**

**Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include: a family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events. A family holiday classified under the 'authorised absence' category will not include such reasons as:**

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

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

### **Extended Leave with Parental Consent**

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

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families.

### **Exceptional Domestic Circumstances**

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

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

It should be emphasised that the school attendance officer can be called upon to investigate unexplained absence, and that the authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of Children's Hearings, if necessary.

## **Clothing and Uniform**

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted.

It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought. Clothing which is unacceptable in school under any circumstances would include 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, dangling earrings & other potentially dangerous jewellery
- are of inflammable material which may be a danger in certain classes (e.g., shell suits)
- could cause damage to flooring
- carry advertising for alcohol or tobacco and
- could be used to inflict damage on other pupils or to be used by others to do so

Parents in receipt of a clothing grant from the council will be encouraged to purchase items, which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances is at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from the Council website. [www.northlan.gov.uk](http://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 and Support Allowance (income related)
- Universal Credit (with an income below £660 per month)
- Housing Benefit (please note the housing element of Universal Credit is not housing benefit)
- Council Tax Reduction (please note that the 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 based on his / her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the Head Teacher's authority and be detrimental to the wellbeing of the whole school community. In such circumstances, a Head Teacher would justify the use of the school discipline procedure.

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

Our school uniform consists of:

Grey trousers/Grey skirt

Grey cardigan or V-neck pullover

White shirt and school tie

Black Blazer and school badge

Red waterproof fleece lined jackets

Scotcrest supplies our uniforms. The supplier can be contacted at [www.scotcrestschoools.co.uk](http://www.scotcrestschoools.co.uk)

or on 01236 346676

### **P.E Kit**

Cumbernauld Primary School policy on P.E kit is consistent with the North Lanarkshire Council Code of Practice for Participation in Physical Education.

- All pupils are required to bring kit to school in order to participate in PE lessons
- PE clothing must be in line with school dress policy and should not include football team tops, or feature inappropriate slogans on t-shirts
- Watches, jewellery, or any other items, which may be deemed dangerous to self or others, must be removed before participation.

### **School Meals**

A **'cashless' card system and designated colour wristbands are in operation in school.**

All pupils will be given a swipe card. Parents will then give their child cash or a cheque to be credited to their particular swipe card so that they can purchase lunches from the school cafeteria.

This system also allows for parents to credit their child's card online. Parents can pay securely online using a debit or credit card. Further information is available from:

[www.northlanarkshire.gov.uk/schoolpayments](http://www.northlanarkshire.gov.uk/schoolpayments)

Pupils who are entitled to free meals will also be given a swipe card which will have their daily amount already credited to their card. Please contact the Catering Manager (Sharon Wicker) directly if you have any queries regarding your child's lunch on 01236 632112.

Pupils who bring packed lunches will eat them in the dining room or packed lunch area.

### **Special Diet Procedures**

Diets required as a result of a medical condition (a medically prescribed diet e.g., coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A **medically prescribed diet form 1a** must be completed 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 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 daily.

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 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 they will also be issued with a new form.

Any change to a child's dietary requirements must be advised through a Registered Dietician or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to 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.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

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

Information and application forms for free school meals can be downloaded from the council website. [www.northlan.gov.uk](http://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 (income below £660 per month), housing benefit (please note 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](http://www.northlan.gov.uk)

All eligible two-year-olds and all children aged from 3 to those not yet attending primary school, who attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or voluntary/private nursery), will be 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.

## Transport

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

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

**Placing Requests:** North Lanarkshire Council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

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

## Medical and Health Care

When you enrol your child, you will be asked to give details of any medical requirements for your child's welfare.

The medical examination of children is undertaken during each child's schooling by staff of Lanarkshire Health Board. Parents may refer their child at other times to the Clinical Medical Officer for examination or advice.

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

The school nurse may come to the school to make routine checks on health. Parents will be informed of formal inspections and of opportunities to have their children immunised and tested for vision and hearing defects.

Allergies: **Nuts or foods containing nuts are not allowed in school.** Currently we have several children who have a severe allergy to nuts/nut products that produces anaphylactic shock.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education

elsewhere, other than at an educational establishment. In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service. Children and young people resident in North Lanarkshire, and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

### **Accidents**

Minor accidents are treated in school by our First Aiders (Mrs Cooper and Mrs Kiernan) but if your child is unfortunate enough to have a serious accident, we will contact you immediately so that you can take him/her home or be with your child when s/he is taken to the family doctor or to the hospital as is necessary. It is therefore of prime importance that we have an up-to-date daytime contact telephone number for you and that of your designated emergency contact, should you be unavailable. If it is considered necessary to send a pupil to hospital, the parent/carer will be notified and asked to meet the pupil at the Accident and Emergency department of Monklands General Hospital, as written parental consent is often required for further medical treatment.

### **Illness During the School Day**

Cumbernauld Primary School does not have the services of a qualified nurse. In the event of a pupil becoming ill during the school day, members of staff are not authorised to issue medication. Please note that we will contact you directly if your child is not well at school.

### **Medicine in School**

In special circumstances, where children are required to take medication during the school day, arrangements to facilitate this should be made through direct contact with the school office and management team. Please note that medication may only be issued with prior written consent from the parent or guardian. The parent/carer must complete the appropriate forms provided by the school.

### **Medical Appointments**

Permission to release pupils from school for medical or dental appointments can be arranged when notice is provided by the parent.

### **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 reopening. We shall keep you in touch by using letters, our school website, notices in local shops and community centres, announcements in the local churches and in the press and on local radio and North Lanarkshire Council's website and twitter. In the event of severe weather, we will upload a range of age-appropriate tasks for your child to complete on our school website.

### **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 selection a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school.

The Head Teacher is the professional adviser to the Parent Council and has a right and duty to attend all meetings of the Parent Council.

### **The Parent Council**

- (a) supporting the work of the school.
- (b) representing the views of parents/carers.
- (c) consulting with parents and reporting back to the Parent Forum on matters of interest.
- (d) Promoting contact between the school, parents, 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.

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

The Parent Council was established on 29<sup>th</sup> August 2007. The names and status of the Parent Council committee and the clerk are as follows:

Chairperson	Mr J Wright
Vice-Chairperson	Mrs J Hepburn
Secretary	Mrs L Flint
Treasurer	Mrs J Hammadi

The designated email address for our Parent Council is [cumbernauldprimarypc@gmail.com](mailto:cumbernauldprimarypc@gmail.com)

### **Pupil Council and Committees**

All members of the Pupil Council and committees are class representatives, and each member plays an active role in the decision-making process concerning school improvement. The aims of the Pupil Council and our committees are:

- To be a forum for pupils to express their voice and views in a responsible manner
- To encourage pupils to play a more active role in the life and work of the school

From Primary 1 through to Primary 7 each class has representative to raise issues at council meetings. Similarly, the Head Teacher can use the council as means of sharing ideas with pupils, seeking their views and opinions. This session, Mrs Simmonette is supporting our pupil council.

### **Transfer from Primary School to Secondary School**

We have close links with our associated secondary school, which is: **Cumbernauld Academy**

### **The Head Teacher is Mr Mark Cairns**

Pupils normally transfer between the ages of 11 ½ and 12 ½ so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session. A programme of activities and visits takes place throughout the children's Primary 7 year. Subject specialist teachers and guidance staff from Cumbernauld Academy visit our school to meet with the children and teachers. Regular liaison meetings are held to discuss issues relating to transition. The Depute Head Teacher (Miss V Hart) with responsibility for first and second year chairs these meetings, and the cluster primary Head Teachers are required to attend.



### **Child Protection**

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

The Head Teacher is responsible for the schools' actions in response to Child Protection concerns. If there are any child protection concerns the Head Teacher or the nominated Child Protection Coordinator will follow North Lanarkshire Council's Child Protection Guidelines and Procedures.

**The Child Protection Coordinator is Ed Clinton (Head Teacher)**

**Telephone number: 01236 632110**

**Contact details for Cumbernauld Locality Social Work Office: Bron Way, Cumbernauld G67 1DZ. Telephone: 01236 638700**

### **Adult Protection**

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

The Head Teacher is responsible for the schools' actions in response to Adult Protection concerns. If there are any Adult Protection concerns the Head Teacher or the Adult Protection Coordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines.

**Adult Protection Coordinator is Ed Clinton (Head Teacher)**

**Telephone number: 01236 632110**

### **Enquiries or Concerns**

Should you have an enquiry or concern about school please contact us. You can do this in a variety of ways:

- by writing to your child's teacher.
- by writing to the Head Teacher or Depute Head Teacher
- by telephoning or
- by calling in person.

If contacting us, we will endeavour to help as soon as possible and acknowledge your concern within three working days. If necessary, we will provide a fuller response within ten working days.

**The immediate line of Management for Cumbernauld Primary is:**

- Education Children and Families Manager (North Locality): - Lorraine McBride (t) 01698 403140
- Senior Education Children and Families Manager: Alan Henry (t) 01698 403140
- The Head of Education (North) for the school is Gerard McLaughlin. (t) 01698 403140

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### **Cumbernauld Academy Cluster**

Help and advice on any matters relating to Support for Learning can be obtained from Lois Mullaney, Cluster Improvement and Integration Lead. (e)- [MullaneyL@northlan.gov.uk](mailto:MullaneyL@northlan.gov.uk)

## **USEFUL CONTACT INFORMATION**

Derek Brown Deputy Chief Executive- Education, Children and Families North Lanarkshire Council Civic Centre Motherwell ML1 1TW	<b><u>Councillors- Cumbernauld North:</u></b> Cllr D Ashraf Cllr G Currie Cllr T Fisher Cllr A Masterton <b><u>Councillors- Cumbernauld East:</u></b> Cllr C Barclay Cllr A Smith Cllr B McCulloch Cllr T Johnston
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All Councillors can be contacted at the Civic Centre, PO BOX 14, Motherwell, ML1 1TW  
(t) 01698 302222

### **NHS Lanarkshire**

Cumbernauld

Kildrum Health Centre 01236 721354

Condorrat Health Centre 01236 723383

### **Cumbernauld/Chryston Social Work**

Bron Way

Town Centre

Cumbernauld

G67 1DZ 01236 638700

### **North CLD Locality Office**

Pivot Community Centre

Glenmanor Ave

Moodiesburn G69 0DL

Tel. - 01236 638393 Email - [CLD-North@northlan.gov.uk](mailto:CLD-North@northlan.gov.uk)

### **Support for Learning**

You can also get help and advice from:

**Enquire** - The Scottish advice service for additional support for learning. Operated for children, Enquire offers independent, confidential advice on additional support for learning. Enquire also provide a range of factsheets.

0345 123 2303 [info@enquire.org.uk](mailto:info@enquire.org.uk)

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

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

**Resolve** -(Independent Adjudicator) 0131 313 8844

### **Scottish Independent Advocacy Alliance**

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh EH3 6BB [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk) [www.siaa.org.uk](http://www.siaa.org.uk)

### **Additional Support Needs Tribunal (Scotland)**

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860 ([www.asntsotland.gov.uk](http://www.asntsotland.gov.uk))