

Dykehead Primary

School



Determined Pupils Succeed

School Handbook 2023-24

Tel. 01501826707

Twitter @DykeheadPrimary

www.dykehead.n-lanark.sch.uk



HEAD TEACHER'S WELCOME

Dear Parent/Carer,

Thank you for expressing an interest in Dykehead Primary School, and we hope that you find this handbook useful and informative. Dykehead Primary is a vibrant school community within the heart of Shotts. Our children are proud of the history of their school and are enthusiastic and motivated to learn. The children are at the heart of every decision we make, in order to ensure that they are happy and confident, and that the opportunities provided for them are relevant to their needs, both now and in the future.

Through our engaging curriculum, and our hardworking staff team, we enable the children to foster a passion for learning, and a curious and inquisitive nature. We strive to support our children in building the resilience they need to enjoy good social and emotional health. Our goal is that they leave our school with high aspirations, the skills for learning and work, and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum, where individual talents can be spotted and nurtured, so that all children experience success and reach their full potential.

We firmly believe that education is a partnership between home and school. We regard parents or carers as an active partner in a child's education, and value their interest and support. We welcome every opportunity to involve our parents and carers in the work of our school. Our work is underpinned by our Vision, Values and Aims, which you can view on the next page.

I hope that this handbook will give you as much information as possible about our school, the staff, and the experiences that our children enjoy at school. If you have questions about our school then please don't hesitate to contact me at any time.

Mrs Rhodes and Mrs Perera

Acting Head Teachers

Covid-19 Pandemic

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



A WELCOME FROM THE SCHOOL CAPTAINS

Kendall, Calderhead House

Welcome to Dykehead Primary School, my name is Kendall and I am the House Captain of Calderhead. When your child comes to our school there will be many other pupils that they can make friends with. Our school does a lot to care for and help people. We have a uniform bank where people can get spare clothes if they need it. If someone needs help there are always people they can talk to. Thanks for listening to what I have to say about our school.

Hollie, Kingshill House

Hello, my name is Hollie and I'm the House Captain for Kingshill. Welcome to Dykehead Primary School. Our school values are always in action for everyone, everywhere. These are Respect, Honesty, Independence, Responsibility, Ambition and Confidence. We get lots of opportunities to show these values with school shows like 'Dykehead's Got Talent, and 'Dykehead Diamond' certificates at assembly. We are looking forward to welcoming you to be a part of our school.

Skye, Northfield House

My name is Skye and I'm the House Captain for Northfield. As well as learning, at Dykehead Primary we have lots of fun. There is always so much going on, like school trips and events. We also get the chance to have extra responsibilities like our SHANARRI Squad for Health and Wellbeing, our Tech Team to help with ICT, our School Evaluation Group who help improve our school, and of course our P7 buddies to help our new P1 pupils settle in. Your buddy will show you round the school and get to know you better. I hope you have a really fun time here at Dykehead.

Findlay, Muldron House

I am Findlay and I'm the House Captain for Muldron. I think some of the best things about Dykehead is PE, and all the sports and tournaments we take part in. It gives you the opportunity to learn different things outside of the school and be part of team. You'll get to go to the Shotts Nature Park for Outdoor Learning, where you can build campfires and build huge dens. This helps us build our confidence. Dykehead Primary is a great school and we can't wait to meet you!



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SCHOOL INFORMATION

SCHOOL NAME & ADDRESS	Dykehead Primary School Easter Road Dykehead Shotts ML7 4AS
TELEPHONE	01501 826707
E-MAIL ADDRESS	enquiries-at-dykehead.@northlan.org.uk
WEBSITE	www.dykehead.n-lanark.sch.uk
DENOMINATIONAL STATUS	The school is non-denominational and co-educational. The school makes no provision for teaching Via the Gaelic language.
PRESENT ROLL	<u>253</u>
CAPACITY	The total planning capacity of the school is 379. Parents should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised.
CLASS STRUCTURE	The school covers all stages from Primary 1 to Primary 7, with no nursery. There are 10 classes in the school and the composition of classes is arranged to maximise teaching time. Composite classes have a class maximum of 25 pupils.
COMMUNITY FACILITIES	Parents or organisations may have the use of the school or part of the school. Such use will be in accordance with letting procedures.
ASSOCIATED SECONDARY SCHOOL	Calderhead High School Dyfrig Street Shotts ML7 4DH Tel 01501 826701
PARENT COUNCIL	The school has an active Parent Council, comprised of elected members who represent the wider parent forum. Information can be found on the relevant pages of the school website. You can follow the parent council on Twitter @DykeheadParent .



SUPPORT STAFF & VISITING SERVICES

SENIOR CLERICAL CLERICAL ASSISTANT	Mrs M Thomson Ms M Greenaway
ADDITIONAL SUPPORT NEEDS ASSISTANTS (ASNAs)	Ms M Greenaway Mrs L Jones Mr N Kean Mrs A McLean Mrs L Miller
CLASSROOM ASSISTANT	Mr P Murray
FACILITIES OFFICER	Mr B Quate
CATERING MANAGER	Mrs C Ferguson
CATERING STAFF	Mrs L Rennie Mrs A Penrice Mrs C Jones
CLEANING SUPERVISOR	Mrs A Milroy
CLEANING STAFF	Mrs M Fairley Mrs J Naismith
EDUCATIONAL PSYCHOLOGIST	Ms A Trevorrow
CLUSTER IMPROVEMENT AND INTEGRATION LEAD	Ms G Goldie
CLUSTER SUPPORT TEACHER (EAL SUPPORT)	Mrs S Ndlovu
CLUSTER RESOURCE TEACHER	Miss R Conlon
BRASS INSTRUMENT INSTRUCTOR	Mrs E Smith
ACTIVE SCHOOLS COORDINATOR	Mrs N Joergenson



TEACHING STAFF 2022-23

HEAD TEACHERS (ACTING) Mrs S Perera & Mrs J Rhodes

ACTING PRINCIPAL
TEACHERS

Miss J Gabriel

Mrs A McAleer (Maternity Leave)

CLASS TEACHERS

Miss H Attwood (Temporary)

Mrs J Barrie (Temporary)

Miss L Bell

Miss G Bowie (Temporary)

Miss G Boyes (Temporary)

Mrs J Boyle

Mrs C Colquhoun

Mrs V Emmerson (Temporary)

Mrs E Gibson (0.6 FTE)

Mrs M Lees (0.6 FTE)

Mrs J Magilton (0.6 FTE)

Mr K McMath (Temporary)

Miss L Murray (Maternity Leave)

Mrs F Waqas (0.6 FTE Temporary)

TOTAL TEACHING STAFF
SESSION 2022-23

14.4 FTE



SCHOOL HOURS

School begins each day at 9.00 am and closes at 3.00 pm. There is an interval in the morning from 10.40 - 10.55 am. The lunch break is from 12.35 -1.20 pm.

Primary One pupils attend school full time from the first day of term in August .

BREAKFAST CLUB & SOFT START

The Local Authority provides funding for a breakfast service daily from 8:15 – 8:50 am. This supervised service consists of fruit juice, cereal and toast. This is free to pupils who are in in Primary 1 - 5 and for pupils Primary 6 - 7 who are eligible for free school meals. An application for free school meals can be accessed via the North Lanarkshire website. For all other pupils the cost is £1 per day, with a sliding scale for families of 2 at £1.50 per day and families of 3 at £1.80 per day. Games and activities are provided.

Playground adult supervision begins at 8.45am, children should not normally arrive in the playground before this time unless attending breakfast club.

The school does not currently offer an After-School Service.



SCHOOL HOLIDAYS 2023/2024

August 2023

Teachers return and in-service day: Monday 14 August 2023

In-service day: Tuesday 15 August 2023

Pupils return: Wednesday 16 August 2023

September 2023

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

October 2023

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

November 2023

In-service day: Monday 13 November

December 2023 - January 2024

Schools close: Friday 22 December 2023 at 2.30pm

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

February 2024

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

In-service day: Wednesday 14 February 2024

April 2024

Schools close: Thursday 28 March 2024 at 2.30pm

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

Good Friday 29 March

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: Monday 6 May 2024

May weekend: Friday 24 May 2024 and Monday 27 May 2024 (inclusive)

June 2024

Schools Close: Wednesday 26 June 2024 at 1pm



TRANSFER & ENROLMENT

Dykehead Primary does not operate Nursery provision. Most pupils transfer from Shotts Family Learning centre, or local nurseries attached to other cluster primary schools. Children who attain the age of 5 years between 1 March 2023 and 29 February 2024 should register for starting Primary 1 in August 2022.

Registrations are taking place between Monday the 16th and Friday the 20th of January 2023. All applications should be supported by a copy of the child's birth certificate and proof of address. This could be a council tax bill or utility bill.

Parents wishing to make a placing request or a deferral for their child, should still attend enrolment at their catchment primary school.

Once enrolments are complete, we invite parents of prospective P1 pupils in to school to meet with our team, so that we can begin to get to know the child and family. We then offer a programme of transition visits to the school, involving both the children and their parents or carers. This allows the children to familiarise themselves with the school, and gives us the opportunity to share key information with parents and carers in preparation for their children starting school.



EQUAL OPPORTUNITIES

Dykehead Primary School is committed to eliminating unlawful discrimination and promoting equality of opportunity for and between different groups of people in line with the Equality Act 2010, and North Lanarkshire Council's Promoting Equality and Diversity Circular Gen 155-10 and the Council's Equality and Diversity Policy and Equality Strategy 2019 -2024. The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

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

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

In Dykehead Primary School we acknowledge the right of every child to have the best possible start in life regardless of gender, racial or social background or ability. We value each and every individual with their own particular abilities, beliefs, challenges, attitudes, backgrounds and experiences and try to nurture respect for self and others. We create an inclusive environment and strive to ensure the whole curriculum is accessible to all. Discrimination in any form, be it action or inaction, is not tolerated in our school. The school's Equality and Inclusion Policy, and Anti-Bullying Policy details the shared approach to these issues, and can be accessed via the school website.



CURRICULUM FOR EXCELLENCE

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

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

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

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners. Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

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

These contexts are:

- Ethos and life of the school as a community



- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.

What are the Curriculum for Excellence levels?

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

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

What is the Broad General Education?

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

Curriculum Areas and subjects

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

The 8 curricular areas are:


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




Curriculum Rationale

At Dykehead Primary we aim to offer a modern, responsive and relevant curriculum which meets the evolving needs of our learners, and prepares them for an unpredictable future. To achieve this we have a rationale for our curriculum which was developed in consultation with our pupils, staff, and families. We invite you to use the QR code below to view a video explaining our Curriculum Rationale.






Curriculum Rationale



The Importance of Context

At Dykehead we understand Curriculum as the totality of all that is planned for children, through school and beyond, and we plan experiences for learners across four contexts.



What informs our Curriculum?

Curriculum for Excellence places learners at centre, and develops four fundamental capacities. GIRFEC, and the eight wellbeing indicators, reflects our commitment to provide all children, young people and their families with the right support at the right time.

Our curriculum is further underpinned by our own school vision, values and aims.

Environment & Outdoors

We learn outdoors and in our local environment whenever we can. It is great for our learning and our wellbeing. It is important to the Dykehead school community that we are active in caring for and improving our local environment, as well as being aware of global challenges.

Empowerment

At Dykehead we continue to strengthen our partnerships, working together in an empowered system to make collaborative decisions which improve our curriculum offering for children.

Life Skills

We recognise that schooling is also about socialisation and life skills. Our Dykehead pupils and families value these broader skills and experiences. We work together not just on the knowledge we want to gain, but the type of people we aspire to be.

Mindset

Growth Mindset is the belief that your skills and abilities are not fixed and can improve. At Dykehead this affects the way we view challenges and setbacks, and we wish to share this resilience with our families and community.

Interdisciplinary Learning

In today's world, children must develop the skills to thrive in a future which is multi-faceted and unpredictable. That learning does not always sit within the limitations of discrete subjects. In our curriculum at Dykehead we use Interdisciplinary Learning as a vehicle for planned experiences that bring disciplines together in one coherent programme or project.

STEM & Digital

As a school community we all see value in a focus on STEM subjects and Digital skills, as we believe these will be important in the future we are preparing for. This keeps our Curriculum relevant.

Creativity

Creativity is a process which generates new ideas and is one of the top skills sought after by employers. We aim to explore and embed Creativity into our curriculum experiences.

Community

At Dykehead we are a school family, with a strong sense of belonging. In planning our contexts for learning we want to engage in, and experience achievement through, community projects and cultural events.

LIVE
LEARN
WORK
INVEST
VISIT



CURRICULUM FOR EXCELLENCE AT DYKEHEAD PRIMARY

Numeracy And Mathematics

We encourage our pupils to become confident mathematicians by providing them with opportunities to learn the skills required to work with problems and enquiries. Pupils also experience mathematics in a variety of contexts: real, imaginary, simulated, as well as problems and investigations.

At Dykehead Primary, we recognise that children acquire strategies and numerical knowledge through a series of different stages – the Stages of Early Arithmetical Learning (SEAL). Teaching staff look at children's strategies for dealing with number and plan learning to build on those skills.

Digital technologies have an important role in learning maths. They can motivate children, support different kinds of learning and be a vital tool when using or applying mathematics.

Literacy And English

The teaching of Reading, Writing, Talking and Listening is developed using North Lanarkshire's programme for Active Literacy. This research-based programme provides a structured approach to teaching all aspects of literacy. Reading and spelling are taught using a synthetic phonics approach.

Pupils are provided with opportunities to work with a wide variety of texts including fiction, non-fiction and media. Classroom resources are backed by a central library containing reference materials.

Metacognitive strategies for reading comprehension, and reciprocal teaching, are key components of the lessons. Opportunities for talking and listening are provided in all stages of the school.



Parents and Carers will be invited to introductory sessions for Literacy and Numeracy when their children start in Primary 1, so that methods can be outlined. This will allow us to work in partnership to give the children a sound base from which to progress.

Health & Wellbeing

Our Health Education Programme aims to provide an opportunity for our pupils to increase their knowledge and understanding of the many aspects of their wellbeing. There is a monthly focus on one of the eight indicators of wellbeing. You may hear these referred to as the SHANARRI Indicators; Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included. Our programmes of study are supported by our weekly assemblies, and outside agencies whenever appropriate.

Physical activity is important to the growth and development of our pupils. The P.E. programme is based on games as well as inventive and creative movement. Our Active Schools Co-ordinator supports us in this area of the curriculum and in organising and promoting activity- based clubs.

As a school we follow North Lanarkshire's Physical Education guidelines by encouraging all pupils not to wear jewellery on PE days and wear appropriate clothing. For further guidance please see the uniform section of this handbook.

Sexual Health and Relationship Education appears at an appropriate stage throughout the Primary years and parents are advised in writing when sensitive topics are planned. Meetings with Head Teacher/staff, to discuss any issues, can be arranged. Issues of substance use/abuse are also dealt with in a sensitive manner and parents may also discuss these topics with staff.



Inter-disciplinary Learning

The remaining areas of Curriculum for Excellence are taught through Inter-disciplinary approaches. Interdisciplinary Learning is a planned experience that brings disciplines together in one coherent programme or project. The different disciplines plan and execute as one. These disciplines might fall within one curricular area (e.g. languages, the sciences) or between several curricular areas. IDL enables children and young people to

- learn new knowledge or skills, and develop new understanding of concepts;
- draw on prior knowledge, understanding and skills;
- transfer and apply that collective knowledge to new problems or other areas of learning.

ASSESSMENT

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 strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements. In Dykehead Primary School, we work with the children on having a 'Growth Mindset', which is the belief that your skills and abilities are not set in stone. Children recognise that when they feel challenged, that this is a temporary state and an opportunity for learning.

A formal Parent and Teacher consultation to discuss pupil progress usually takes place in November, with a full written report in April, followed by a second Parent and Teacher consultation in May.



ADDITIONAL SUPPORT NEEDS

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

At Dykehead Primary, we ensure that our practices in relation to supporting our pupils is guided by the principles of Getting it right for every child (GIRFEC). This is the national approach in Scotland to help improve outcomes and support the wellbeing of all children and young people, by offering the right help at the right time from the right people for any child or young person who needs it.

Every child may need a little bit of support from time to time. When this is provided through normal learning and teaching, this is called Universal Support. Where a child requires something extra or different, additional or intensive support may be required. The 'Getting it Right for Every Child' or GIRFEC Pathway is used in school to identify, assess and support children's needs. At all stages, the support will be coordinated by a Named Person, usually the Head Teacher. The stages are detailed below:

Universal – The child's needs are met through high quality teaching and learning, and robust classroom planning within a nurturing environment. Adaptations and adjustments may be made to the teaching and learning environment. The school will utilise a range of assessment tools to gather a comprehensive picture for the child's wellbeing. If wellbeing or learning concerns are identified a GIRFme Plan may be formed.

Additional – Support may be requested from the Integrated Cluster Wellbeing Base, or from other agencies outwith Education and Families, such as Social Work, Health, or 3rd sector organisations.



Intensive – where a bespoke package of support is necessary, this will likely involve input from agencies across a number of sectors, and may require a Coordinated Support Plan (CSP).

Where the school may seek advice and guidance from agencies such as Psychological Services, Health, or Social Work, parents are always consulted before a referral is made for the purposes of supporting learning.

'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. Support for children where English is an additional language is offered by way of a visiting specialist.

Planning for Additional Support Needs

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

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve and independent of the Education Authority.

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

The Additional Support Needs Tribunal has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-



ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

SCHOOL IMPROVEMENT PLAN

The school has an improvement plan which targets areas of the curriculum or aspects of the work of the school to be developed. The outline plan for 2023 - 2024 will be planned as a result of review and self-evaluation during 2022 – 2023. Copies of Improvement Reports and Plans can be accessed via the school website.

The current School Improvement Plan – Session 2022 - 2023 prioritises the following:

Priority 1; We will work together as a school community to develop, promote and sustain an aspirational vision for our curriculum, which is shaped by the values of our school community and the needs of our learners as a future workforce, and is responsive to the changing local, national and global context by May 2023.

Priority 2; All children and young people will experience a broad range of digital learning and assessment across all contexts for learning, which is progressive, relevant and engaging, and will use digital media to share and celebrate their learning with their family and community by May 2023.

Priority 3; As a result of our approaches to the wellbeing, inclusion and relationships of all children, families and staff, we are developing a shared understanding of wellbeing and improving outcomes for all learners by May 2023.



We use surveys to seek the views of parents on our improvement priorities and progress towards our aims. We also have a well-established a pupil School Evaluation Group, who work with the staff on drafting the School Improvement Plan into pupil-friendly language, and on evaluating the ongoing work of the school.

PUPIL VOICE

As well as the School Evaluation Group, we continually seek other ways in which to engage our pupils in improving their school.

House System

All children in the school belong to one of our 4 House groups – Muldron, Calderhead, Northfield & Kingshill. The children from P1-P7 meet each month in their House groups to discuss matters concerning the school. In some meetings, children come together in “Big Idea” groups, where they have to share and record ideas relating to an aspect of the work of the school. The House Captains and Vice Captains are democratically elected by the pupils, and work to represent the views of the pupil forum.

Pupil Participary Budgeting Group

A pupil steering group has been set up to support the school in making decisions about purchasing resources in line with our school improvement priorities.

HOME LEARNING POLICY

Our current approach towards home learning aims to:

- 1 Encourage parental involvement by increasing understanding of the CfE four contexts for learning.



- 2 Provide opportunities for pupils to experience personal achievement through home learning.
- 3 Promote the ethos and life of the school by celebrating success as a whole school community.

Pupils are provided with a home learning grid once per term, with tasks that can be completed flexibly to allow families to manage home learning on the night/s of the week that suit them best. This will help children to become independent and prepare them for high school.

Where a child has a particular support need, teachers may provide personalised homework to support that need. This would be arranged in discussion with the parent or carers. We encourage any parent or carer with concerns about homework to approach the school for further support.

SCHOOL ETHOS

The school has developed a shared Vision, Values and Aims, as a result of consultation with our pupils, staff and families. This gives us a sense of purpose and underpins all of our work and relationships.

You will see our values displayed in 'balloons' all around our school environment, and we use these to recognise pupil achievements with our weekly 'Dykehead Diamond' certificates at assembly.





Dykehead Primary School

"Determined Pupils Succeed"

Our Vision

Our vision is to create a family of learning where everyone is challenged, motivated and inspired to achieve their highest potential.



Our Aims

- ★ To build strong relationships with children, parents, partners and the Shotts community, as part of an inclusive and respectful school ethos.
- ★ To provide a safe, nurturing, calming and happy learning environment where diversity is celebrated and all pupils can thrive.
- ★ To aim for excellence through setting high expectations for attainment, achievement, behaviour, presentation, attendance and punctuality.
- ★ To provide an engaging, challenging, and creative curriculum instilling confidence in all children to develop the skills they need for lifelong learning.

SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

The Religious Education programmes, as other aspects of the school ethos, fosters attitudes of tolerance and respect for other people's opinions and beliefs. We welcome and value pupils and families of all faiths and cultures into our school. We work closely with families to ensure that we observe and respect any religious or cultural requirements our pupils may have.

Assemblies take place on a regular basis. They contribute to the whole school ethos and provide opportunities for the whole school to come together as a community.

Observation of Christian holidays takes place twice per session. These services or assemblies are linked to Christmas and Easter. Parents have the right to withdraw their children from Religious Education and from Religious Observance. If a parent wishes to do so they should contact the Head Teacher who will make the necessary arrangements.

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

OUT OF SCHOOL HOURS LEARNING

Out of school activities are encouraged as a means of further enriching the life of the school. Activities on offer depend on the expertise and availability of staff. Parent volunteers are welcome to come along and share their skills or interests with the children, to support our extra-curricular programme.



Each year classes are involved in an educational excursion, usually linked to their Inter-disciplinary learning. No pupil will be taken on an outing without the written permission of the parent/guardian. Permission slips will be issued to parents at the start of the school year. These should be signed and returned to school to record parental approval or otherwise. Before each outing parents will be given full details of the visit and any special footwear or clothing required.

Occasionally local area visits in the Dykehead area are undertaken spontaneously. These visits/walks are in connection with the work undertaken in class and are covered by the general permission form completed by parents at the start of the school year. Prior notice may not always be possible since the study outwith the class depends on the right weather conditions, however we endeavor to contact parents and carers where possible. Examples of such an outing includes: local area seasonal walks, visits to local partners such as the care home, or businesses such as the post office.

OUTDOOR LEARNING

At Dykehead Primary we are fully committed to continuing development of the outdoor environment as a rich context for pupils' learning. Classes will take part in one session of outdoor PE per week. Classes will also engage in a block of outdoor learning each school year, which will take part at the local nature park, or in the school playing field. In addition to this, class teachers may take learning outdoors as part of planned learning experiences, as appropriate. All outdoor activities are fully risk assessed by school staff. Parents may provide children with suitable outdoor clothing, alternatively outdoor kit may be provided by the school. Please see the uniform guidance in this handbook for further details.

FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a time-



scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Co-ordinator can be contacted by telephone on 01698 302484.

DATA PROTECTION

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, Youth and Communities is located in Kildonan Street, Coatbridge ML5 3BT.

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

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

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

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

How will we use this information?

Your personal information will be used:

- to provide your child or young person with an appropriate education
- for teaching, enrolment and assessment purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions)



- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text

Who do we share information with?

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

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

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?



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

The Council's Data Protection Officer

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

Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to AITeam@northlan.gov.uk

The Information Commissioner

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

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

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school.

Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data.



However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

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

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

Your GDPR rights

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

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis.



In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

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

Concerns

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

Want more information?

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



CHILD PROTECTION

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

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

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

Child Protection Co-ordinator is : Mrs Sara Perera or Mrs Jennifer Rhodes, Acting Head Teachers.

Telephone number : 01501 826707

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.

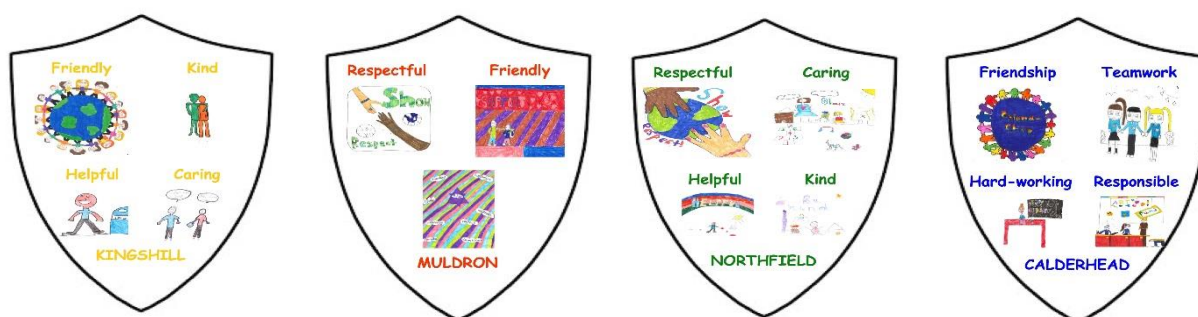
If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines (See Children and Adult Protection Procedures and Guidance – Section 15)



Adult Protection Co-ordinator is: Mrs Sara Perera or Mrs Jennifer Rhodes, Acting Head Teachers.

SCHOOL POSITIVE RELATIONSHIPS

At Dykehead Primary we use our shared Vision, Values and Aims to promote a climate of mutual trust and respect. We are a Rights Respecting School and as such we have created a school rights charter which reflects our shared values and expectations.



Our House System recognises the children as they show excellent examples of our school values. We celebrate success with the children at weekly school assemblies, through our “Dykehead Diamond” awards.

At Dykehead Primary School we work to form good relationships with parents/carers so that children can enjoy a positive school experience. A full version of the Positive Relationships Policy is available on request.

ANTI-BULLYING

Dykehead Primary School has a clearly defined Anti-bullying Strategy, in accordance with the Scottish Government policy “A National Approach to Anti-Bullying for Children and Young People” (2010), and the North Lanarkshire Council policy “Bullying: It's Never Acceptable” (2012).

It is a school's responsibility under Getting It Right for Every Child, to ensure the wellbeing of every child in our care, especially in relation to their safety and inclusion. As a Rights-Respecting School, we aim for all our pupils to understand



our Anti-Bullying message in the context of respect for each other's rights under the UNCRC.

SUPERVISION IN NON-CLASS TIME

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Additionally, the school provides an adult presence in the playground from 8:45am. In the interests of safeguarding we politely request that parents drop their children at the gates and do not remain in the playground.

On wet mornings children will be allowed into school from 8.45 am onwards, when there will be adult supervision. All pupils are asked to remove wet clothing and walk to their classrooms. In the interests of safety it would be helpful if children bring indoor footwear to wear in class, particularly on wet and snowy days.

During wet intervals, pupils remain in their classroom. Children are supervised by the support staff, and P7 pupils also act as monitors. If the weather is inclement during lunch time, children having school lunches or packed lunches remain indoors where they are supervised as outlined above.

Children who go home for lunch are asked not to return to school until 1:20pm, in time for the afternoon session. Any children who have a home lunch and arrive back earlier than this time, should be dropped off at the school office, so that we know they are back on the premises.

HOME / SCHOOL LINKS

The support, encouragement and involvement of parents and carers are essential for the continued success of the pupils of Dykehead Primary. Every



effort is made in our school to ensure good lines of communication. The school communicate with parents using our

- Email
- School website
- Monthly newsletter
- Twitter account @DykeheadPrimary

We invite parents to come into our school and share in the learning of the children, through various events held throughout the year.

Parent consultations are held in school twice a year. Staff and parents regard these meetings as an important part of the pupils' progress and highlights the partnership which exists between home and school. Details of parent events are sent out in advance at the beginning of each session and in our regular newsletters, with more detailed information following nearer to the dates.

Instant access by parents to see the Head Teacher without prior appointment may not always be possible. Parents should speak in the first instance to the school office who will be happy to respond to your enquiry or concern, or make an appointment for you to see the Head Teacher. Do not hesitate to contact the school with any concern. If the Head Teacher is unavailable, the Principal Teachers may be able to help. We can only assist you if we know there is a problem - we are all here to help!

ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act places a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education [School and Placing Information] [Scotland] Amendment, Etc. Regulations 1993 requires each child's absence from school be recorded in the



school register as authorised or unauthorised. As defined by the Scottish Government.

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

The Head Teacher has a legal obligation to register pupils daily. If your child is absent from school please telephone the school on the first day of absence, giving the reason. If no contact is made by 9.30 am the school will attempt to contact the parent/emergency contacts to ensure your child is safe. If all attempts to locate the child have been exhausted, the police will be contacted. Parents/carers 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.

(a) Family Holidays During Term Time

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

Absences will be classified as authorised only in exceptional circumstances, for example 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.

(b) 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

(c) 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.

The school investigates unexplained absence, and North Lanarkshire Education Authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary.

At Dykehead Primary School, attainment data has demonstrated a link between attendance and academic success. We will letter you on a termly basis to advise you on your child's attendance. Should this be a cause for concern, we will invite you to visit the school to discuss how we can best support your child's attendance.

SCHOOL 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 includes items which:

- could potentially, encourage faction [eg football colours]
- could cause offence [eg anti-religious symbolism or political slogans]
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings or artificial nails and other potentially dangerous jewellery
- are of flammable materials which may be a danger in certain classes [e.g. shell suits]



- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco and
- could be used to inflict injury to other pupils or to be used by others to do so.

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Assistant Chief Executive, Education, Youth and Communities. Information and application forms may be obtained from any school , First Stop Shops or can be downloaded from the Council website www.northlan.gov.uk.

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2023.

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

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/guardians 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 things are likely to be met only where the authority can be shown to have been negligent.

We are very grateful for the smart appearance of our children and this is due to superb parental support. The children are proud to be identified as a Dykehead Primary pupil by wearing their uniform.

The school uniform consists of:

- Blue and silver school tie. A alternative tie (optional) for P7 pupils.
- Royal blue sweatshirt or black cardigan
- White polo shirt or white shirt
- Black school skirt, pinafore or trousers
- Black shoes

The PE Kit consists of:

- White polo shirt or t-shirt
- Black jogging trousers, leggings or shorts
- Trainers or plimsolls
- Royal blue sweatshirt (for PE outdoors)

In the summer months children can wear black shorts or a blue and white gingham summer dress. As a school we actively discourage the wearing of sports trousers, jeans, or cropped tops. For outdoor learning, depending on the time of year and weather conditions, children may require waterproof trousers, jacket and wellington boots.

School sweatshirts and polo-shirts can be purchased from Border Embroideries (formerly Trutex) in Wishaw. Ties are available from the school office, including the P7 optional tie. Since all school uniform items appear identical it would be helpful if your child's clothing could be named to aid identification, including their jacket.



SCHOOL MEALS

School meals are provided daily, cooked on site and served from the dining facility in school. North Lanarkshire Lunch menus are available to view from the NLC website <https://www.northlanarkshire.gov.uk/index.aspx?articleid=5594>

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 meal and free milk. From January 2022, P5 pupils will also qualify for a free meal. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period. All nursery pupils are entitled to free milk and a fruit or vegetable snack.

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

School meals are ordered in the morning at registration. Pupils can also bring packed lunches. Where a pupil is in receipt of a free school meal, a 'top up' can be ordered alongside their packed lunch. Pupils can order either milk, soup, fruit or yogurt.

Special Dietary Requirements

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



meeting to discuss the child's dietary requirements. For information a vegetarian meal option is offered on a daily basis.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

It is important that the Head Teacher is aware of any medically prescribed diets within the school and on occasion may be asked to attend a meeting. Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

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

PLACING REQUESTS

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents\carers are advised to time any placing requests so that



they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

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

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

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 suitable walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Learning and Leisure Services. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport



provided by the authority, where spare places are available and no additional costs are incurred.

Pick Up Points

While free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total, including the distance from home to the pick up point, and from the drop off point to the school in any one direction will not exceed the authority's limits [see above paragraph]. It is the parent's responsibility to ensure that their child arrives at the pick up point in time. It is also the parent's responsibility to ensure their 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.

A transport contract is in place for transporting pupils from the housing development at Shotts Prison area, to and from the school. Parents experiencing difficulties with the transport arrangements should contact the Head Teacher or the Education Authority.

Transport for Placing Requests

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

MEDICAL AND HEALTH CARE

A medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then again in their final year, by staff of Lanarkshire Health Board. Parents or the Head Teacher may request



that children be referred to the Clinical Medical Officer for examination and advice.

Dental inspections are carried out on a routine basis and parents are offered any necessary treatment for their children, or they may choose instead to use the family dentist. The school nurse will advise parents if further action is required.

Parents are asked to inform the school of any particular medical requirement for their child. Parents whose children require medication during school hours, either regular medication or short-term, must attend the office to complete a form for permission for the administration of medicines. Staff are unable to administer medication on the oral instruction of a pupil or parent.

If a child becomes ill or has an accident during the school day, the occurrence is reported to the Head Teacher or, in her absence, the Depute or Principal Teachers. There are trained and certified First Aiders in school who will respond in the first instance, or in more serious circumstances, medical assistance will be sought.

When a child becomes ill or injured the school will take all reasonable steps to notify parents or the emergency contact so that appropriate arrangements can be made to support pupil and parent. Parents will always be notified for head/face injuries, or serious injuries. It is of vital importance that our records are kept up to date. Parents should inform the school office of any change of address or telephone number of emergency contact.

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



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

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. There are usually announcements on local radio and the North Lanarkshire Council's website and Twitter. The school will contact parents using email and place announcements on Twitter. It is especially helpful if in the event of a severe weather forecast, children know exactly where to go if the school closes especially if parents are working.

In the event of extended closure, children can work on shared on their Microsoft Team, and the NLC Virtual Classroom, accessed via Glow.

THE PARENT FORUM

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

As a member of the Parent Forum you can expect to:



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

THE PARENT COUNCIL

Parent Councils came into force on 1 August 2007.

The Parent Council's rights and duties include:

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

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 during 2009/2010 session. This session our Parent Council consists of the following members.

Members:	Andy Allan	Chairperson
	Amanda Barr	Vice Chair
	Lynne Donnelly	Treasurer
	Jimmy Blackwell	
	Kirsteen Boyd	
	Christopher Jones	
	Lisa King	
	Ashley Molloy	
	Kaitlyn Roy	
	Ruth Steel	
	Carrie Walker	
	Gayle Wilson	
	Marlyn Thomson	Clerk

The Head Teacher has a right and duty to attend all meetings of the Parent Council, and acts as a professional adviser to the Parent Council. Meetings of the Parent Council are open to members of the public. Copies of parent council documents are available from the school website.

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The local secondary school to which pupils normally transfer is:

Calderhead High School
Dyfrig Street
Shotts ML7 4DH

Telephone: 01501 826701

COMPLAINTS PROCEDURE



If you have a concern please do not hesitate to raise this with the Staff or Head Teacher. Your concern will be investigated and you will be informed of the action (if any) that is to be taken in at least 5 days but no longer than 28 days. If you are unhappy with action taken by the School you may complain to NLC Education & Families.



USEFUL ADDRESSES AND TELEPHONE NUMBERS

North Lanarkshire Council
Civic Centre
Windmillhill Street
MOTHERWELL

Education and Families Manager for the school:
Jacqueline Burton (contact at address above)

Cluster Improvement and Integration Lead
Gillian Goldie (goldieg@northlan.gov.uk)

Councillors for the school:
Mr P Kelly/Mr M McCulloch/Ms C Quigley/Mr K Stevenson
Members Services
Civic Centre
Motherwell

Enquire

The Scottish advice service for additional support for learning.

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

[Email: info@enquire.org.uk](mailto:info@enquire.org.uk)

[Website: www.enquire.org.uk](http://www.enquire.org.uk)

Community Learning and Development

Wishaw/Shotts CLD Locality Office
Calderhead High School
Dyfrig Street
Shotts
ML7 4DH
Tel: 01698 274343
E: CLD-Wishaw@northlan.gov.uk



NHS Lanarkshire

Shotts Health Centre
36 Station Road
Shotts
ML7 5DS
Tel: 01501 820519

Social Work

Wishaw/Shotts Area
Kings House
King Street
Wishaw ML2 8BS
Tel: 01698 348200

Qualifying Statements

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

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

Education Authorities are required by law to issue a copy of the school handbook to certain parents/carers in December each year.

It details the current policies and practices of both the council and the school.

