 Glenmanor 

Primary School

and Nursery Class



School Handbook

2018-2019

Updated December 2017

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Dear Parents/Carers,

Welcome to Glenmanor Primary School. This handbook is written for all parents of children at Glenmanor Primary School and for those who are about to start. It contains information about the school itself and the varied aspects of primary education. We hope you will find it useful and informative.

We look forward to welcoming our new pupils and parents to our school community and we ensure you that we will do our best to introduce your child to a wealth of learning opportunities and create a welcoming, safe and happy environment for your child to be in. We hope that you and your child will enjoy being part of our school in the years to come.

We recognise that we cannot achieve our vision and promote our values alone. We therefore work in close partnership with our pupils, parents and members of the Moodiesburn community and beyond to achieve excellence, raise attainment and achievement and provide a variety of learning opportunities. We actively encourage you to take a positive role in the education of your child because with your support we can work together to make sure your child has the best learning experiences.

We operate an open door policy at Glenmanor, so feel free to pop in at any time and you will always be welcome. Any enquires are dealt with quickly and courteously. Should you wish to speak with any member of staff please call into the school office, where every effort will be made to allow you to speak to the appropriate person. Alternatively, telephone 01236 632056 to make an appointment for a mutually suitable time.

We look forward to working in partnership with you and your child and we welcome you to our Glenmanor family.

Fiona Easton

Acting Head Teacher

# 1. Welcome

At Glenmanor Primary, Our vision is that everyone will:

* Be successful in learning,
* be confident,
* be a good citizen
* be able and willing to contribute.

We aim to achieve our Aspirational Vision though promotion of Our School Values ~

Respect, Tolerance, Honesty, Perseverance,

Commitment, Teamwork Responsibility

In Glenmanor Primary and Nursery, we develop the four capacities of a Curriculum for Excellence: - that all children have the opportunity to be

* Successful learners
* Effective contributors
* Responsible citizens
* Confident individuals

The Ten Dimensions of Excellence for this journey are: -

*  Promoting equity by ensuring every child has the same opportunity to succeed. 
*  Focusing on outcomes and maximising success for all learners
*  Promoting well-being and respect
*  Developing a culture of ambition and achievement
*  Developing a common vision among young people, parents and staff
*  Fostering high quality leadership at all levels
*  Working in partnership with other agencies and the community
*  Working together with parents to improve learning
*  Reflecting on our work in school and thriving on challenge

  Valuing and empowering staff and young people.

# 2. School Information

|  |  |
| --- | --- |
| **School Name**  | Glenmanor Primary |
| **Address**  | Glenmanor Avenue, Moodiesburn, G69 0JA |
| **Telephone/Fax No**  | 01236 632056/01236 879471 |
| **Email Address****Website****Twitter**  | ht@glenmanor.n-lanark.sch.uk<https://blogs.glowscotland.org.uk/nl/glenmanor>@GlenmanorPS |
| **Denominational Status** **Co-educational Status**  | The nursery class and the school are non-denominational. The nursery class and the school are co-educational. |
| **Capacity of School**  | Planning Capacity 434 Working Capacity 408Parents 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 classes are organised**.**  |
|   |  |
| **Stages covered**   |  | Nursery Class 3-5 years School P1 to P7  |
| **Present Roll**  |  | Nursery Children 40 am/30 pm School Pupils 275  |
| **Class Structure**  |  | 11 classes, including composite classes from P1-P7.  |
|   |   | In North Lanarkshire composite classes are normally formed on the basis of language and/or mathematics working groups. This means that pupils working at broadly the same pace and level in language and/or mathematics are grouped together. Such an arrangement makes for the most efficient use of teaching resources.  |
|   |   |   |
| **Community Facilities**  |  | Rooms within the school can be booked as a community facility subject to availability. A booking form for community facilities must be completed and submitted to Culture NL Ltd. Please note that a booking is not in place until a confirmation is received. Contact details for Culture NL Ltd are –  |
|   |  | Phone 01236 812407 Fax 01698 302138  |
|   |  | Email school&facilitybookings@culturenl.co.uk  |
| **Associated Secondary**  | Chryston High School,  |
| **School**  | Lindsaybeg Road, Chryston, G69 9DL Tel 01236 794890  |
|   |   |
| **Parent Council Email** **Address**  | glenmanor.pc@hotmail.co.uk  |
| **Gaelic Language**  | Glenmanor does not provide teaching by means of the Gaelic  |
|   | language. If a parent wishes to enrol for Gaelic Medium education,  |
|   | all enquiries should be directed to Condorrat Primary School on  |
|   | 01236 794826.  |
|   |  |
|   |   |

# 3. Teaching Staff

Total number of Teaching Staff- Full Time Equivalent (FTE)

School 14.76 FTE

Nursery 1FTE

**Acting Head Teacher: Mrs Fiona Easton**

Overall responsibility for the administration, running and management of the school. To lead and manage learning and teaching, to lead and develop people, to lead change and improvement, to build community and to shape policy making

 **Depute Head Teacher: Mrs Lee Martin**

Day to day management of the Nursery. To lead and manage learning and teaching in the Nursery. Liaison with external agencies to provide support. Lead aspects of Curricular Development.

**Principal Teachers:**

* Vacancy

Remit may vary from year to year. Teaching commitment if required, Learning Support, Health & Wellbeing development from P1-7, First and Second level Pastoral link, Out of school learning, Leading Pupil Voice & various other duties.

 **Class Teachers**

 Primary 1 Miss Arlene Scott Primary 4/5 Mrs Allysonne Charles

 Primary 1/2 Miss Kirsty Hendry Primary 5/6 Mrs Allyson MacGregor

 Primary 2 Mrs Lorna Livingston/ Mrs Jan Smithson Primary 6/7 Mrs Gillian Beaton

 Primary 3 Miss Karen Hindmarsh Primary 7 Mrs Jennifer Roebuick

 Primary 2/3 Mrs Ruth Cobbin

 Primary 4 Mrs Roslyn Quinn

 Non class contact cover Mrs Lorraine McCormack and Mrs Margaret McDaid

**Nursery Staff**

Teacher: Vacant Post

Early Years Practitioners: Mrs Paula Harvie Miss Sharon Mitchell

 Mrs Ann-Louise Donald Mrs Sarah carpenter

 Miss Sarah Killen Mrs Ishah Imran

Part of the National Agreement, “A Teaching Profession for 21st Century”, stated that the maximum class contact time for teaching staff be reduced to 22.5 hours allowing 2.5 hours non contact time from August 2006. Release from class will be timetabled on a weekly basis and normally takes the form of whole school assemblies, which teaching staff would not attend and a block of time where another teacher will deliver a discrete part of the curriculum to the class in place of the class teacher.

# Ancillary Staff

|  |  |  |  |
| --- | --- | --- | --- |
| Clerical Staff  | Classroom Assistants | ASN Assistants  | Janitor |
| Mrs Audrey Chalmers  | Mrs Keren Smith (2.5 days) | Mrs Heather Wyne | Mr John Brady |
| Mrs Mandy Kelly  | Ms Ashleigh Sheils (2.5 days) | Miss Aneesah Ahmed |   |
|           |  | Mrs Kathleen EwartMs Kelly MarshallMs Clare Hannaway (15 hours)ASNA Early YearsMr Danny McAleerMrs Yvonne AllanMs Ashleigh Sheils(2.5 days) |    |

 In addition we have a team of cleaners, catering staff and various students and volunteers throughout the school year.

**4. School Administration and Arrangements**

**Primary School and Nursery Class Hours**

School

Starts 9.00am

Interval 10.30am to 10.45am

Lunch 12.15-1.00 pm

Close 3.00pm

All Primary 1 pupils attend school full time from the first day of term in August. More details will be given nearer starting school.

Nursery Class

Morning Session 8.40am to 11.50am

Afternoon Session 1.00pm to 4.10pm

The nursery class session times may be extended by arrangement and a charge is made for additional hours taken.

**Breakfast Club**

Opens at 8.15am every day and serves breakfast until 8.45am. There are supervised games, activities and crafts in the hall after breakfast. Children are allowed out into the playground at 8.45 am when there is supervision in the playground.

#  Out of School Care

POMP (Peace of Mind for Parents) is located within the Pivot Centre. It is the out of school child care service of Cumbernauld YMCA YWCA, a not for profit voluntary organisation and registered charity. Pupils are collected from the school at 3pm and escorted to the Pivot Centre where they have a snack and then take part in a variety of activities. POMP also has day camps for In-Service days. If you would like more information, please contact their main office at Cumbernauld on 01236 721382.

Other services can be found on the website: www.scottishchildcare.gov.uk or by contacting North Lanarkshire Council’s Childcare Information Service on 01236 812281.

# 5. The School Year: School holiday arrangements 2017/18

From www.northlanarkshire.gov.uk

|  |  |  |  |
| --- | --- | --- | --- |
| **Term**  | **Break**  |   | **Dates of Attendance**  |
|    |    | Teachers return (In-service day)  |  Tuesday 14 August 2018  |
|   |   | (In service day)  | Wednesday 15 August 2018  |
|   |   | Pupils return  | Thursday 16 August 2018 |
| First  | September  | School closes  | Thursday 20 September 2018  |
|   | Weekend  | Re-opens  | Tuesday 25 September 2018  |
|   | October break  | School closes  | Friday 12 October 2018 |
|   |   | Re-opens  | Monday 22 October 2018 |
|   |   | In-service  | Monday 19 November 2018  |
|    | Christmas   | School closes   | Friday 21 December 2018   |
|    |  Mid term  | Re-opens   | Monday 7 January 2019   |
| Second  |   | School Closed  | Monday 11 February 2019  |
|   |   | School Closed | Tuesday 12 February 2019  |
|   |   | In Service  | Wednesday 13 February 2019  |
|   |  Spring Break |  School closes  | Friday 29 March 2019  |
|   |  Easter Weekend | Re-opens School ClosedSchool Closed | Monday 15 April 2019 Friday 19th April 2019Monday 22nd April 2019 |
|      Third     |     Summer Break      | School closed In-service School closes Re-opens Schools close   | Monday 6 May 2019 Tuesday 7 May 2019 Thursday 23 May 2019 Tuesday 28 May 2019 Friday 28 June 2019  |

*\*Good Friday 19 April 2019 and Easter Monday 22 April 2019*

# 6. Transition Stages

# Nursery Admissions

Children who reach 3 years of age by the end of August can start Nursery in August. Children who reach 3 years of age between 1st of September and the last day in February can start nursery the day after their third birthday. Children who reach 3 years of age between March and July are unable to commence nursery until August.

If your child is eligible to begin nursery, an application for the nursery should be completed and returned by the date specified, usually the beginning of February. Your child’s birth certificate and a recent council tax bill must be produced. Applications will not be accepted or processed without this information. Specific dates for completing application forms will be communicated in the local press and throughout the community. Application forms can be collected from the school office, or downloaded from North Lanarkshire Council Website.

# Primary Enrolment

Enrolment of first entrants takes place in January each year; details of dates are in the local press and are also given to pupils presently attending the school. We have a pre-entrant programme in May/June, which provides parents and pre-entrant children with opportunities to get to know the school and staff. Any parent wishing to enrol his/her child at any other time of the school year should contacting the school to discuss availability and to make arrangements to visit the school.

# Transfer from Primary to Secondary

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

Pupils from Glenmanor normally transfer to::

Chryston High School,

Lindsaybeg Road,

Chryston,

G69 9DL

Tel 01236 - 794890

We have excellent partnership links with Chryston High school including a varied programme of transition events for all cluster primaries. We have a very good relationship with Chryston High and its staff and pupils, and with our other partnership primary schools within the Chryston cluster. Links are strong in continuity and transition procedures and these are reviewed annually to ensure the highest quality of service and smooth transition for pupils and parents.

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

Placing request to a primary school does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Primary School Headteacher. 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), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

# Photographs /Video Footage

On occasion events in school may receive coverage from the local or national press resulting in photographs/video footage of children appearing in newspapers, leaflets and/or school/authority documents. At enrolment parents will be asked for permission to allow their child’s photos to be used. If circumstances change in any way during your child’s school life with us, parents should write to the Head Teacher to make this known.

# 7. Equal Opportunities

In Glenmanor Primary School and Nursery Class, we promote equality of opportunity and good relations. We are fully committed to eliminating all forms of discrimination including disability, gender and religion, promotion of equality and good relations.

The school is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people.

# 8. Curriculum for Excellence

**What is Curriculum for Excellence?**

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated.

 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.

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.

**What are the curriculum areas in CfE?**

There are eight curriculum areas: -

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

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.

# Skills for Learning, Life and Work

We give our pupils many opportunities to develop skills for learning, life and work including literacy, numeracy and health and wellbeing in and out of the classroom.

We use our learning kitchen to develop skills for life. Our P5 pupils participate in swimming lessons and some pupils are taught basic life saving techniques through the Heartstart programme. All P.1-7 pupils have joined Leadership Academies and have agreedimprovement outcomes that they will develop throughout the set blocks throughout the school session. Pupils are given opportunities to apply their skills in meaningful contexts such as P7 School Elections, Remembrance Day, Fairtrade, P.6 Burns Supper, National Sporting and Media Events. Our Enterprise Committee organise whole school events such as Talent Shows and Charity Days.

Many opportunities are taken to learn in and outwith the classroom. Some examples include learning in our community and sensory gardens, playground/MUGA, Moodiesburn Library, Chryston High School, Tyrst Sports Centre and Kilbowie. Every child participates in at least one school excursion linked to learning each session.

**Learning is divided into two phases.**

The BROAD EDUCATION (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The levels are as follows:-

Level Stage

|  |  |  |
| --- | --- | --- |
|  Early  |   | the pre-school years and P1 or later for some  |
|  First  |   | to the end of P4 but earlier or later for some  |
|  Second  |   | to the end of P7 but earlier or later for some  |
|  Third and Fourth  |   | S1 – S3 but earlier for some  |
|  Senior Phase  |   | S4 – S6 and college or other means of study  |

Further information about curriculum for excellence at school level is available on request. Information at local level can be accessed from North Lanarkshire’s website at www.northlanarkshire.gov.uk. Education Scotland’s website http://www.educationscotland.gov.uk contains information at a National level.

**How will my child’s learning be assessed?**

There will be several ways of assessing each child’s progress to make sure that potential is achieved. In playrooms and classrooms, staff will be using improved ways of assessing children’s learning taking account of national and local advice and guidance. Assessment is an integral part of teaching and learning and pupils are continuous assessed in an informal way as part of the daily class routine. This assessment is carried out by staff in a variety of ways, in order to ascertain progress, and identify barriers to learning. Staff also assess formatively and encourage pupils to do the same for their own work and their peers.

Pupils, Teachers and Parents use the Traffic Light System to assess work:

• Green for good understanding, not requiring much help;

* Amber for some understanding and some help required;
* Red for not understanding and needing a lot of help to complete.

At times standardised assessments may be used to help teachers assess pupil progress and to identify any strengths and diagnose any barriers to learning. Pupil attainment in literacy and numeracy is tracked each session using the NFER Nelson Progress in English and Maths Assessments. Results are discussed with staff and pupils are challenged/supported appropriately. Results are tracked year on year to ensure that pupils are making progress. Pupils are also tracked using the Staged Intervention process to ensure that they are being appropriately supported through primary school. More information on Staged Intervention can be found in the Additional Support Needs’ section.

Today we don’t compare children against each other but rather treat each as an individual who is always gaining new achievements and attainments for themselves. Their own personal best is what we are aiming for.

We assess to find out:

* Strengths
* Areas of challenge
* If our teaching is effective
* To give out accurate information to all about progress
* To track progress to make sure each pupil is progressing at the right pace.
* To ensure excellence through equity

Across North Lanarkshire improvements to date have been:

* National 4 and 5 Qualifications were introduced in 2013/2014.
* Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence.
* New highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014.

**How will I be informed about my child’s progress?**

Your child’s progress will be reported to you so that you know how well your child is doing. A brief interim report is issued in November to let Parents know how their child has settled in with their new teacher and class. A full written report is issued in May and this report highlights each child’s strengths, development needs and the next steps in their learning.

Parents are invited to school twice per year to discuss their child’s progress, but are welcome to consult with the class teacher at other times if there is an issue that concerns them or they wish more information. A telephone call or letter to arrange a mutually convenient time is appreciated.

We also hold 3 open events each session when parents can visit the classroom and see their child at work.

Each year we will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

# Literacy and Language (including Modern Languages)

In Glenmanor Primary we follow North Lanarkshire Council’s Active Literacy approach. The four main outcomes of Literacy and Language are Reading, Writing, Talking and Listening. These skills are developed within Literacy lessons and throughout many other curricular areas.

P1-3 ~ The children are engaged in active literacy activities which develop independent skills, confidence and competence. Literacy activities, include phonics, spelling, reading and writing. These activities develop talking and listening skills involving a variety of resources and activities such as dictation, whiteboards, magnetic letters, sequencing cards, games and use of ICT. The children work in a variety of ways; as a class, in groups, independently, with a trio or in pairs. Some tasks involve direct teaching, others will not. Traditional tales and core novels are used to model the writer’s craft and form a basis of many of the writing activities the children undertake. The resources used include Story World, PM Readers, Literacy Links and Lighthouse books.

P4-7 ~ Children use an integrated, cross-curricular approach to novel studies. Children read independently within groups. Each novel is accompanied by a set of focused activities, which use an active approach in addressing the four outcomes of English Language. The resources used include Literacy World, Pelican Reading, SRA, Big Books and Literacy Links books.

As part of the school’s development of Scottish Governments 1+2 programme for Modern Languages, German is taught from P1-7. The development of vocabulary and skills is planned progressively across the stages. This language is continued in Third level of the curriculum at Chryston High School. French is currently being introduced in Primary 5 to 7.

# Numeracy and Mathematics

Children learn basic number skills, i.e. addition, subtraction, multiplication and division, as well as developing problem-solving and practical skills and knowledge. Each child follows a comprehensive programme, which is suitable to his/her age and ability in line with the levels of a Curriculum for Excellence. Oral and mental maths has a significant role to play in developing mental agility and time is spent on this area of maths in each class on a daily basis. An active approach is employed in the teaching of Numeracy and Mathematics. A variety of resources are used to assist the teaching and learning including Heinemann Active Maths, Teejay Maths, Big Maths and Scottish Heinemann. Other materials available in the school include Number Talks and various computer programmes/apps.

# Health & WellBeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Each class participates in two hours of PE every week. Glenmanor Primary School is a Health Promoting School. We have currently achieved Gold Level and are now working on our maintenance agenda through our Health Promoting Schools Committee. We encourage our children and families to make healthy choices in diet, exercise and emotional well being. Children follow NLC guidelines on health education and skills and understanding are naturally extended from P1-7. Parents will be informed be informed via letter when sensitive aspects of learning are due to be intoriduced in class.

We also deliver a personal and social development programme of study throughout the school. This aims to:

* Enable pupils to develop a positive regard for their own needs and the needs of others
* Develop life skills that allow pupils to participate effectively and safely in society
* Give pupils opportunities to recognise how their own and society’s values affect their thoughts and actions
* Encourage pupils to take increasing responsibility for their own lives

# Social Studies

The children participate in a variety of social studies topics, developing knowledge and skills relating to people in the past, people and place and people in society. We adopt an enterprising approach to our topics ensuring pupils are making decisions and solving problems.

# Sciences

In science, skills are taught through investigations of living things and the processes of life, energy and forces and earth and space. Emphasis is laid on the children’s discoveries in their local environment, and they are encouraged to use all local sources in their research including home background information.

We are an Eco School and are committed to improving our school environment and making a positive contribution to global community issues.

# Technologies

Our children are trained in ICT skills using Apple Mac computers, I-pads and I-books. They are given opportunities for skills reinforcement, and to develop knowledge and ability in using hardware and software, internet, email, word processing, databases, spreadsheets, painting and drawing. Children also have opportunities to use interactive whiteboards, digital cameras and remote control toys.

# Expressive Arts

Children are helped to develop skills in Music, Drama, Art and Dance to extend and encourage a progression of skills. These skills may be integrated in a cross curricular way to enable pupils opportunities to

transfer and apply the skills the have learned eg “A Night at the Movies”

NLC guidelines are implemented and evaluated to show progression and effort in:

* Using materials, techniques, skills and media
* Expressing feelings, ideas, thoughts and solutions
* Evaluating and appreciating

# Enterprise

All children have the opportunity to use an enterprising approach, which develops the 4 capacities of the curriculum for excellence in our pupils. Pupils actively plan and implement their projects, which include school productions, class assemblies, bring and buy sales, running sports events, hosting a world at work event and also creating products to sell.

# Religious and Moral Education

Our programme focuses on Christianity and other world religions, namely Islam and Judaism. Moodiesburn Centre Minister, Mr Mark McKeown, undertakes a programme of religious observance at assemblies, leads church and school services and makes pastoral visits to classes throughout the school year.

Mark McKeown leads our special termly assemblies. We hold an ecumenical Christmas and Easter service with Glenmanor and St Michael’s Primary School choirs. We celebrate Easter and hold an end of term celebration service for our P7 pupils.

Parents have the right to withdraw their children from both religious education and assemblies. Please notify the head teacher in writing if this is the case.

# 9. Additional Support Needs

Glenmanor Primary School and Nursery Class complies with Learning (Scotland) Act 2004 as amended by the Education (Additional Support for Learning (Scotland) Act 2009

North Lanarkshire’s policy is contained within “Support for Learning Policy into Practice 2”, a copy of which is available in the school. The school has a Support for Learning policy, available from the school on request. which is consistent with North Lanarkshire Council guidelines.

In Glenmanor Primary we ensure that all children are provided with a curricular experience which is appropriate to their age, stage and development. This may be achieved through class, group and individual teaching approaches enabling children to reach their full potential. However, some children may, at times in their school life, experience a learning difficulty or a barrier in accessing the curriculum fully. Through ongoing formal and informal assessment class teachers will identify where a pupil requires additional support. At this point targets are set in the form of a Learning Plan or personal targets, in consultation with pupils and parents. These plans are formally reviewed on a termly basis with annual reviews with parents.

Class teachers are responsible for meeting the needs of all the children in their class. Additional support may be provided by staff with additional responsibility for supporting learning and/or the senior Leadership Team. This support may include additional teaching in smaller groups or 1:1, advice to the class teacher, provision of appropriate materials and practical help within the classroom.

#

# Staged Intervention

The school follows North Lanarkshire Council’s Support for Learning Policy through the implementation of a staged intervention process:

**Level 1** – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom setting and using whole school resources.

**Level 2** – Education staff may identify that a child needs further support and so will request support from within Education, Youth and Communities outwith school e.g. Educational Psychologist, Community Learning and Development.

**Level 3** – External support from agencies may be requested by the child’s Named Person when it is identified that the child or young person requires further support in their wellbeing.

 **Level 4** - External support provided on a multi-agency basis, where the children or young person’s needs are identified as requiring support or planning from multi-agency services and these support needs will last for more than one year: targeted interventions will be identified by the relevant agencies and will promote the wellbeing of the child. A lead professional from within the Leadership Team will be identified.

We cater for a wide range of additional support needs including dyslexia, a variety of language disorders and delays, hearing impairment, emotional and behavioural difficulties, ADHD, autistic spectrum disorders, physical challenges arising from operations or conditions, looked after and accommodated pupils and more able pupils. We work in close partnership with Psychological Services and regular meetings are held with the school Educational Psychologist to discuss progress and support for pupils. Other Services include Health, Occupational Therapy, Speech and Language Therapy, Hearing and Visual Impairment, and Social Services (including Transport and Housing).

# English as an Additional Language

Support is available from North Lanarkshire’s Bilingual Services for pupils with English as an additional language. This service is made up of qualified teachers with additional training in teaching English as an additional language.

# Looked After Children

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. The designated LAC Co-ordinator is the Headteacher.

# Assessment

Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. 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. All enquiries should be directed to the Headteacher.

# Planning

Additional Support Plans (ASPs) enable staff to plan effectively for children and young people with Additional Support Needs. 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 agencies 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 and young people can, if they wish, request a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi agency meetings and their views will be recorded in the plan.

# 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 and young people through **Resolve** (see contact details at the back of this handbook). Mediation is free 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 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 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 the CSP or the content of it, you may be entitled to refer to the Tribunal.

**10. School Improvement Plan**

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupils, staff and the wider school community, and taking into consideration national and authority targets, priorities are then identified. We are committed to improvement in the following areas: School Leadership, Teacher Professionalism, Parental Engagement, and Assessment of children’s progress and School Improvement.

Our identified priorities for session 2016-17 were as follows. These will be reviewed at the end of the session to set new priorities for 2017-18.

Priorities are decided on an annual basis through a series of self-evaluation and monitoring. Copies of the School Improvement Plan and School Improvement Report are available on request at the school office. We issue a summary to parents on an annual basis.

New priorities for session 2018-19 will be set in May 2018 to take forward from August 2018. These will be set against the success of the 2016/17 priorities and will relate to where the school is in its three year cycle of improvement.

# Session 2017-2018

|  |  |
| --- | --- |
| Priority 1  | Pupils will experience and be exposed to a wider range of maths resources and teaching of active maths to enhance understanding of maths concepts taught, reinforce prior learning and bring about a deeper, more coherent understanding and better achievement within maths. (2.2, 2.3, 2.4, 3.2) |
| Priority 2  | Pupils at all levels will receive a more sustained input of taught reading and reading related activities to improve achievement in reading with a particular emphasis on targeted support to assist in narrowing the attainment gap. (2.2, 2.3, 2.4, 3.2)  |
| Priority 3  | Pupils at Primary 1-4 will be introduced to a second language and pupils at Primary 5-7 will be introduced to a third language as part of the 1+2 Initiative. (2.2, 2.3, 2.4, 3.2)  |
| Priority 4 | Pupils will build on prior knowledge of Grow It, Cook It, Eat It to improve their understanding of the process through continued work in the school garden and the kitchen. (2.5, 3.1, 3.3) |

The school was last inspected in May 2010 and Officers of North Lanarkshire Learning and Leisure Services visited the school on 24th May 2013 to look at how the school had continued to improve its work.

For further information on national priorities and developments in education please visit:

[Education Scotland](http://www.educationscotland.gov.uk/) www.educationscotland.gov.uk

**11. Glenmanor Primary Homework Policy**

**Rationale**

We, at Glenmanor, are very aware that our pupils are involved in many worthwhile activities outside school. These, as well as homework, place demands on a child’s time, and their parents/carers. Homework should be manageable with regards to time for all concerned. In light of this, and as a result of consultation with all stakeholders, we have produced the following policy.

**Why is Homework Given?**

|  |  |
| --- | --- |
| •  | To consolidate and extend work carried out in class.  |
| •  | To encourage good study habits and independence in our children.  |
| •  | To work in partnership with parents/carers.  |
| •  | To have fun!  |

**How Often and How Long?**

|  |  |
| --- | --- |
| •  | Four nights of homework will be issued each week, either on a daily or a weekly basis.  |
| •  | Primaries 1-3 will be given up to 15 minutes homework each night.  |
| •  | Primaries 4 and 5 will be given up to 20 minutes homework each night.  |
| •  | Primaries 6 and 7 will be given up to 30 minutes homework each night.  |
| •  | Homework will be issued as follows -  |
| •  | Term 1 – September to November  |
| •  | Term 2 – January to Spring break  |
| •  | Term 3 – Spring break to May  |
| •  | Unfinished class work may be issued outwith these times  |
| •  | Homework will ***NOT*** be issued to children on family holidays.  |

**What will be given as homework?**

|  |  |
| --- | --- |
| •  | Literacy tasks/numeracy tasks or tasks relating to other curricular areas.  |
| •  | Research tasks.  |
| •  | GLOW blog tasks.  |
| •  | Unfinished class work may also be issued on occasions.  |
| •  | It should be noted that homework will not always be a written task, for example it may be oral such as learning multiplication tables, or it may be of a practical nature such as collecting five different types of leaf.  |

**How Will Homework be Issued?**

|  |  |
| --- | --- |
| •  | Termly homework overviews from the class teacher will be issued in the “Parents As Partners Communication Booklet”.  |
| •  | Teachers will issue further detailed homework plans as appropriate.  |

**Assessment**

|  |  |
| --- | --- |
| •  | We recommend use of the traffic light system to assess homework.  |
| •  | When assessing a piece of homework staff will use the traffic light system.  |
| •  | When self-assessing or peer assessing, children use this system.  |
| •  | Parents are encouraged to use this when monitoring their child’s homework.  |
| •  | Quite simply, green means that the child has understood the task and carried it out successfully. Amber means that they are ‘getting there’ and red means that they will need additional support in this particular area.  |
| •  | The traffic light system should be used by Parents/Carers, Staff and Pupils (as appropriate), to give overall feedback on homework on a weekly basis in the “Parents As Partners Communication Booklet”.  |

**Action Taken When Homework is Not Completed**

|  |  |
| --- | --- |
| •  | If homework is not handed in on 3 occasions, the class teacher will speak to the child to find out why and make a plan to ensure that the homework is done.  |
| •  | If this matter can’t be resolved at class level, the class teacher will discuss the matter with a member of the senior leadership team with a view to resolving the matter on an individual basis.  |

## Roles and Responsibilities

**Pupil**

|  |  |
| --- | --- |
| •  | Ensure that they have all of the correct materials.  |
| •  | Know what is expected.  |
| •  | Return homework on due date.  |

**Class Teacher**

|  |  |
| --- | --- |
| •  | Set and explain tasks.  |
| •  | Where appropriate, check homework and provide feedback.  |
| •  | Report to parents about homework.  |
| •  | Ensure that all children are allocated homework at an appropriate level.  |

**Parent/Carer**

|  |  |
| --- | --- |
| •  | Provide a quiet, suitable environment for your child to complete homework.  |
| •  | Work with and support your child with their homework.  |
| •  | Assess how well your child has completed their homework using the traffic light system.  |

**School Leadership Team**

|  |  |
| --- | --- |
| •  | Promote and publicise homework policy. |
| •  | Be aware of specific needs of parents/carers and liaise with the class teacher as appropriate.  |
| •  | Monitor implementation of policy.  |

# 12. School Ethos

**Community Links**

The school plays an important part in the community. It is our policy to foster in the pupils an interest and pride in Glenmanor Primary School and Nursery Class and the Moodiesburn community. We have good links with St Michael’s Primary and we come together through joint performances, sports and choir events and the annual Auchengeich memorial.

We work in partnership with the mining community, local businesses and members of the Auchengeich Anniversary Committee. Through the development of our Community Garden, local business donated materials and provided labour. Parents and members of the community attended regularly to work in the creation of the gardens.

We actively support and encourage community involvement in school issues through committee membership i.e. Health Heros, Eco , Pupil Council, Fairtrade Committee and our Enterprise Committee.

# Pupil Leadership Academies

Our pupils are involved in many aspects of school life and their ideas and opinions are often sought. We run a variety of Leadership Academies which promote citizenship and give pupils responsibilities in a range of areas. The children lead these under the supervision of a nominated staff member. These are mixed stage groups.

# Out of School Experiences

Residential Trips to Kilbowie Outdoor Centre in Oban are organised annually for our Primary 7 children. Trips normally run from Monday to Friday and include climbing, canoeing, gorge walking, hill walking, dry slope skiing, sailing, power boating and orienteering. There is a three year cycle for dates- this year we are attending in March.

We aim to enrich the children’s learning experiences through a variety of additional experiences outwith the school building. We make very good use of places of interest in the local and surrounding areas. We also encourage and request support of external agencies who can come into school to deliver curriculum based workshops.

# 13. Spiritual, Social, Moral and Cultural Values

At Glenmanor Primary, we develop pupils’ spiritual, moral, social and cultural values in accordance with the Council’s policies on religious education and religious observance.

Religious education is taught in each primary stage, using a variety of resources. We aim to help pupils be aware of beliefs, values, attitudes and practices in a range of religious faiths, thus encouraging religious tolerance. Religious observance is led by Moodiesburn Centre Minister, Mr Mark McKeown, the senior management team or pupils. Assemblies allow for many different celebrations of success and also whole school launches of new initiatives. At the end of term service, we create opportunities for whole school participation and all parents and friends are warmly invited. All religious beliefs are respected and Parents/Carers can exercise their right to withdraw their child from religious education or observance, by writing to the Head Teacher. This is in line with the Council Policy and National Advice. Any such pupil will not be placed at a disadvantage with respect to secular instruction.

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.

# 14. Extra-Curricular Activities

We currently offer a range of extra curricular activities such as netball, football, badminton, homework club, and we are always looking for opportunities to extend this provision. Information about clubs is communicated to parents through pupil post and parents are required to complete and return an EV5 form before a child can participate. Parents are expected to collect their child from school after each club.

Our Active Schools Co-ordinator, Mr Ross Sweeney, organises volunteers to run clubs. Parents are also welcome to become involved in extra-curricular activities. This will require a PVG check. Please give your name at the school office if you are interested. Once you are disclosed, you must apply for a let to use the school facilities.

We have a large gym hall and equipment, a MUGA (multi user games area) with access from the school playground during the school day and community access outwith the school day. We have a large playground and access to playing fields located across the road from the main entrance to the school. P7 pupils access the indoor and outdoor PE facilities at Chryston High School as part of the primary/secondary transition.

# 15. 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 and Records Management Officer can be contacted by telephone on 01698 302484.

# 16. Data Protection Act 1998

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to the Freedom of Information and Records Management Officer.

**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 exam results. Accurate and up-to-date data allows SGEP, education authorities and schools to:

 plan and deliver better policies for the benefits 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 data protection 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 use 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 HM Inspectorate of Education 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 individual level data will be made public as a result of the data sharing and that these data will not be used to take any action in respect of an individual.

Concerns

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

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net.

**17.  Child Protection**

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

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

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

Child Protection Co-ordinator is: Mrs Fiona Easton (Acting Head Teacher)

Telephone Number: 01236 632056

**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 Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines

Adult Protection Co-ordinator is: Mrs Fiona Easton (Acting Head Teacher)

Telephone Number: 01236 632056

**18.  School Discipline**

**Behaviour Policy**

# Ethos/Principles

We have a positive, restorative and inclusive ethos at Glenmanor Primary School.

We work hard in partnership with parents/carers, pupils and external agencies to ensure that there is consistency, clarity and agreement over routine procedures and that expectations, rules and rewards are positive in nature. Inappropriate or unacceptable behaviours are dealt with in a firm yet fair, restorative rather than punitive way. We use positive approaches to manage behaviour such as PATHS, Cool in School, Co-operative Learning, Circle Time, Restorative Practices and Self Regulation.

# Rules and Expectations

**The Golden Rules**

The Golden Rules are universal moral values. If you were to ask children and adults across the world what rules they wanted to live by, all their answers would fall naturally into the six rules:

**We are gentle** - We don’t hurt others

**We are kind and helpful** - We don’t hurt anybody’s feelings

**We listen** - We don’t interrupt

**We are honest** - We don’t cover up the truth

**We work hard** - We don’t waste our own or others’ time

**We look after property** - We don’t waste or damage things

# Procedures for Managing Behaviour in the Classroom

**Rules and Expectations** – All staff use the golden rules listed above and reinforce these during class lessons, circle time and school assemblies throughout the session.

**PATHS Programme (Promoting Alterative Thinking Strategies) –** This programme enhances social competence and understanding. It gives pupils the emotional awareness and vocabulary to express themselves. All teachers use this programme each session to meet the needs of the pupils in their classroom.

**Co-operative Learning** - This is an excellent way to improve social interaction skills through the curriculum, as this is one of the 5 basic elements of co-operative learning.

Facilitating effective small group learning means helping group members perceive the importance of working together and interacting in helpful ways. This can be accomplished by structuring the 5 basic elements into small group experiences as below -

## 1) Positive interdependence

When all members of a group feel connected to each other in the accomplishment of a common goal. All individuals must succeed for the group to succeed.

## 2) Individual accountability

Holding every member of the group responsible to demonstrate accomplishment of the learning.

## 3) Face-to face interaction

When group members are close in proximity to each other and dialogue with each other in ways that promote continued progress.

## 4) Social skills

Human interaction skills that enable groups to function effectively (for example taking turns, encouraging, listening, giving help, clarifying, checking understanding, probing). Such skills enhance communication, trust, leadership, decision-making and conflict management.

## 5) Group processing

When group members assess their collaborative efforts and target improvements.

**Reward Systems** – Teachers develop their own class reward systems to promote positive behaviour.

**Solving Problems** - ‘Sort it’ spot identified in the classroom where children can go to resolve small issues, a class worry box or ‘Tell Tale Ted’ for infants.

 Effective use of circle time.

**Restorative Practices** – Restorative practices deal with conflict by repairing harm to relationships rather than assigning blame and punishment. Teachers use the 30-second empathy and restorative enquiry. The 30-second empathy immediately calms the child down and allows the teacher to negotiate a time to talk to the pupil(s) or a time for another member of staff to talk to the pupil(s).

The teacher uses a script to support the pupil eg **‘**I can see that you are upset/worried/angry about something and need to talk. I am unable to give you my full attention right now because……. Can we meet again at……..when I can give you my full attention?/Who else could you go and talk to?’ The restorative enquiry is made up of 5 ‘magic questions’, which the teacher asks to each pupil involved in the conflict.

The questions are; What’s happening/happened? What were you thinking when this happened? What did you feel inside when this happened? How are you now? What else needs to happen to put things right?

**Self Regulation** – This is a framework for supporting children experiencing behaviour difficulties to regulate themselves and their learning to the greatest extent possible. We need to help children to choose to plan. To achieve success, pupils need to know that an event or activity will be hard. Teachers help them to make small/brief plans with immediate outcomes.

 This framework is used through everyday routines to create a culture of planning early and often and to show the positive effects of planning. The teacher uses self regulation to help pupils to solve problems using the cycle of goal, predict, plan, do and review.

**‘Behaviour Request for Assistance’ Form** - If a teacher has managed behaviour a classroom level and feels that the harm caused needs to be further investigated or highlighted, then a behaviour request form will be passed to a member of the senior management team. The form will detail what has happened and what the teacher has done so far eg 30 second empathy or restorative enquiry. When the senior management team receive a form, they will invite the pupils affected to attend a restorative meeting. The structure used for restorative meetings is as follows:

|  |  |  |
| --- | --- | --- |
| Stage 1  | Welcome Stage 4  | Clarifying agreement  |
| Stage 2  | Story 1, summarise. Stage 5 Story 2, summarise, then summarise shared issues. Overall summary of key issues  | Closure |
| Stage 3  | Repairing harm – how? Meeting needs. |  |

# Procedures for Managing Behaviour outwith the Classroom

**Rules and Expectations –** Remind pupils.

**Breaktime/Wet Playtime Procedures** - These procedures are reviewed annually with all staff to ensure that pupils are adequately supervised and supported at all times.

**Lining Up Plan and Procedures** – This plan and procedures are reviewed annually with all staff to ensure the smooth running of the school at all times, taking account of health and safety and maximum supervision.

**House System** – This system is used by all staff and house captains to reward pupils who are lining up promptly, walking calmly through the school and showing good behaviour in the playground and the hall, especially during assemblies and during lunchtime.

**Peer Mediators** - Senior pupils are trained in restorative practices and they offer this support when pupils are calm. Classroom assistants are on hand to support the peer mediators as required.

**Other Leadership Roles in the Playground** – Playground Friends, Football Support Team.

**Restorative Practices** - All classroom assistants have been trained in the use of 30 second empathy and restorative enquiry to manage conflict in the playground.

**Self Regulation** – As detailed previously.

**Walkie Talkies** – Support staff request assistance from the senior management team or first aider in the playground or around the school.

**Behaviour Request for Assistance Form** – As detailed previously.

# Roles and Responsibilities

**Class Teachers**

1. **Create a restorative classroom ethos and promote positive behaviour.**
2. Use agreed behaviour management strategies effectively within the classroom.
3. Request assistance using behaviour forms and pass to DHT asap.
4. Record request for behaviour assistance in communication booklets.
5. **Communicate with Senior Management Team, Parents/Carers, Support Staff and other Professionals about pupil behaviour.**
6. Work in partnership with Senior Management Team, Support Staff and other Professionals to support pupil behaviour.
7. Contribute to the planning, development and implementation of the behaviour policy.
8. Contribute towards good order and the wider needs of the school.

**Support Staff**

1. Supervise pupils at assigned gates from 8.45am each day.
2. Supervise pupils in assigned areas of the playground during morning break and lunchtime.
3. Use a restorative approach to manage conflict and promote positive behaviour in the playground.
4. Use agreed behaviour management strategies effectively in the playground.
5. Request playground assistance from Senior Management Team using walkie talkies and behaviour forms.
6. Work in partnership with the Senior Management Team, Teacher, Parents/Carers and other Professionals to support pupil behaviour.
7. Support and contribute to the care and welfare of pupils in the playground.

**Depute Head Teacher/ Principal Teachers**

1. Use a restorative approach to manage conflict and promote positive behaviour.
2. Respond to behaviour request for assistance forms asap.
3. Provide advice, support and guidance on behaviour management strategies to Staff.
4. Communicate with Parents/Carers, Staff and other Professionals about pupil behaviour.
5. Work in partnership with Parents/Carers, Staff and other Professionals to support pupil behaviour.
6. Contribute to the development of school policy in relation to the behaviour management of pupils.
7. Develop, manage and implement policy on behaviour management.

**Head Teacher**

1. Responsibility for school policy in relation to the behaviour management of pupils.
2. Manage all staff and provide professional advice, support and guidance to colleagues on behaviour management.
3. Promote the continuing professional development of all staff in relation to behaviour management.
4. Communicate with Parents/Carers, Staff and other Professionals about pupil behaviour.
5. Work in partnership with Parents/Carers, Staff and other Professionals to support pupil behaviour.
6. Manage the health and safety of all within the school premises.

**Pupils**

1. Follow the golden rules.
2. Solve problems in a positive way.
3. Make a plan for things I find hard.

**Parents**

1. Promote the golden rules outwith school.
2. Support the school behaviour policy.
3. Support the behaviour strategies used in school.
4. Work in partnership with the school to solve problems.

# Strategies for Rewarding Good Behaviour

* Verbal praise, a quiet word or in front of peers, depending on the child.
* Non-verbal praise such as a smile, a nod or a thumbs up.
* Show that pupil’s contributions and opinions are important.
* Positive written comments or smiley faces on pupil’s work.
* House points.
* Star writer/Star of the Week.
* Class Rewards.
* Allow pupils to share their achievements with others eg in their classes, at assembly.
* Celebrating success assemblies.
* Weekly golden time with opportunity to use school WII.
* Display achievements on the classroom wall or in the school corridors.
* Individual reward scheme.
* Class reward scheme.
* Catch pupils being good, especially those who experience difficulties.
* Praise postcards sent home.
* Certificates.
* Stickers.
* Special day for each child eg PAThs Kid.
* Good news telephone call.
* Give pupils opportunities for greater responsibility in the school.
* Termly school reward system linked to communication booklets.

# Strategies for Dealing with Inappropriate Behaviour

We recognise that there will be occasions when there will be behavioural problems, for many reasons. We always try to make sense of the behaviour, so that we can deal with it most effectively. When dealing with problems, it is always important to label the behaviour and not the child.

Flexibility in the application of strategies is used to suit individual circumstances. It is important for adults to be careful not to damage relationships and pupil’s self esteem by the inappropriate/over use of sanctions. Please note that sanctions are not applied to a whole group of children, when only one child’s behaviour is inappropriate.

# Low Level Inappropriate Behaviour

This behaviour will be addressed by the class teacher or member of support staff using strategies such as -

* Eye contact or other non-verbal reminder eg hand signals.
* A private verbal reminder of expectations.
* A supportive discussion, which allows the pupil to address the behaviour.
* A behaviour target displayed on a desk for a pupil to work on.
* Time out from the group within the classroom.
* Circle time to effectively tackle class–related problems.
* 30 second empathy/restorative enquiry.
* Self regulation plan.
* Loss of golden time.
* Behaviour Request for Assistance Form if low level inappropriate behaviour continues.

# Serious Inappropriate Behaviour

This behaviour will be addressed by the senior management team in consultation with the class teacher or support staff using strategies such as – • Full investigation using ‘Request for Assistance’ form.

* Restorative meeting/conference to manage conflict.
* Discussion with staff affected using a joint problem solving approach to find the most appropriate and effective solution.
* Arrange a meeting with parent/carer to ensure partnership working.
* Discussions with staff affected and parents/carers using a joint problem solving approach to find the most appropriate and effective solution.
* Discussions with member of senior management team and parents/carers using a joint problem solving approach to find the most appropriate and effective solution.
* Plan alternatives to exclusion eg going home at lunchtime if this is a hot spot.
* Involve outside agencies such as the educational psychologist, inclusion support base.
* Internal exclusion from the classroom to DHT/HT’s office.
* Exclusion from school, which is the absolute last resort.

# Potential Problems

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We are aware of these hot spots and it is everyone’s responsibility to try to minimise potential problems. Such times include tidy up

time, waiting in line in the playground, moving about school eg for assembly, PE, lunches and going out to playground and coming back in.

We may defuse potentially ‘high risk’ situations, by removing individual pupils from a likely source of conflict (eg playground) for a short time. Staff will explain to the pupil that this is not a punishment but a way to calm down or avoid a situation.

# Playtime/Outdoor Learning

Playtimes and outdoor learning can be problematic for some pupils, since they are in school but outside the normal classroom environment. The golden rules apply during playtimes and outdoor learning in the same way as they apply in the classroom environment. Support staff should be treated with the same respect as other adults in the school and they have access to the same system of rewards and sanctions as the teaching staff. Any serious playtime incidents are reported to the senior management team using walkie-talkies to request immediate assistance. Other playtime incidents are passed on using a behaviour request for assistance form.

# Involving Parents/Carers

We recognise that working in partnership with parents/carers is critical for encouraging both learning and personal and social development and we have produced a “Parent’s Guide to Behaviour’ which is available on request.

 We communicate about your child’s behaviour through the communication booklet and we encourage two-way communication through this booklet. We contact you if there is a concern about your child’s behaviour and we operate a joint problem solving approach to support your child.

# Involving Pupils

Pupils contribute to class and whole school decision making and they are fully involved in evaluating our current practice in managing behaviour and the promotion of positive behaviour in the school and the playground.

Our Buddy and Peer Mediator systems allow older pupils to support younger ones by giving them a listening ear and non-threatening support. Circle time is used frequently to give pupils the opportunity to talk and share concerns and also participate in decision making. A worry box is kept discretely in each classroom for pupils who wish to record a concern.

# Methods of Multidisciplinary Working

We work closely with external agencies to get it right for every child. Multidisciplinary working may involve school staff, home-link worker, educational psychologist, social work, police and health professionals.

**Anti Bullying Policy**

## Rights

North Lanarkshire Council is committed to providing a safe, supportive environment for all people in its educational establishments.

Every pupil has a right to work and learn in an atmosphere that is free from victimisation and fear.

Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and those looking after them must give them proper care. (The United Nations Convention on the Rights of the Child, Article 19)

Glenmanor Primary is committed to creating this ethos and seeks to ensure, as far as is reasonably practicable, the prevention of all forms of bullying.

## Responsibilities

Alongside these rights, children also have responsibilities. For example;

If children have a right to be educated, then they have the obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others.

If all children have the right to a full life, then they should also lend help so the needy, the disadvantaged, and the victims of discrimination also enjoy this right.

If it is every child’s right to be protected from conflict, cruelty, exploitation and neglect, then children also have a responsibility not to bully or harm each other. (Bullying and Responsibilities (UNICEF))

## Expectations of Support Staff

|  |  |
| --- | --- |
| •  | To be a role model of respectful behaviour at all times |
| •  | To circulate within their allocated playground zones/landing  |
| •  | To identify and address any concerns as they arise/before they escalate  |
| •  | To discuss and resolve any issues with pupils in the playground/classroom/landing  |
| •  | To report any incidents to HT/DHT using the playground/landing referral form  |

## Expectations of Teaching Staff

|  |  |
| --- | --- |
| •  | To be a role model of respectful behaviour at all times  |
| •  | To create an inclusive, restorative climate within the classroom  |
| •  | To teach personal and social education on a regular basis  |
| •  | To discuss and resolve any issues with pupils at a class level where possible  |
| •  | To report suspected bullying to HT/DHT using the internal incident referral form  |
| •  | To support the child/children involved with an agreed plan as appropriate  |

## Expectations of Headteacher/Depute Head Teacher

|  |  |
| --- | --- |
| •  | To be a role model of respectful behaviour at all times |
| •  | To investigate internal incident referrals or parental concerns  |
| •  | To create a plan to support the child/children  |
| •  | To communicate the plan to all relevant parties as appropriate  |
| •  | To monitor the implementation and effectiveness of the plan  |
| •  | To support everyone affected  |
| •  | To record and monitor bullying incidents  |

## Expectations of Pupils

|  |  |
| --- | --- |
| •  | The person being bullied ~ to tell someone if they are being bullied.  |
| •  | The person displaying bullying behaviour ~ to tell someone and get help to reflect on their actions.  |
| •  | The Bystanders ~ to tell an adult. |

## Expectations of Parents

|  |  |
| --- | --- |
| •  | To look for signs that may indicate bullying eg reluctance to got to school, appearing withdrawn or upset, a physical injury, torn clothes etc  |
| •  | To keep calm and keep an open mind  |
| •  | To make time to talk to your child and discuss how they are feeling  |
| •  | To listen to your child  |
| •  | To resist trying to sort out the children displaying bullying behaviour yourself – this can make matters worse  |
| •  | To make an appointment to speak to the Head Teacher or Depute Head Teacher  |
| •  | To calmly tell us what has been going on, what your child would like to do and discuss how you can proceed from there together  |
| •  | To allow a reasonable amount of time for us to investigate the bullying.  |

## What is Bullying?\*

There are many different definitions and theories on what constitutes bullying. We understand that it is not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations. It is important, however, to recognise and acknowledge bullying behaviours so we can identify them when they are happening.

Bullying behaviours can include:

1. Being called names, being teased, put down or threatened
2. Being hit, tripped, pushed or kicked
3. Having belongings stolen or damaged
4. Being ignored, left out, or rumours spread about you
5. Receiving abusive text messages via mobile phone or over the Internet through emails, instant messaging and social networking websites.
6. Behaviour that makes you feel frightened and unsafe like you are being bullied
7. Being targeted because of who you are or who you are perceived to be

This is not an exhaustive list; there may be other behaviours that can be classed as bullying.

Children and young people can experience bullying for a variety of reasons; where they live, their sexuality, gender, disability, the colour of their skin, what clothes they wear or what team they support.

The one thing that these have in common is difference or perceived difference – some children and young people don’t see or understand diversity, they still only see difference.

## What about impact?\*

It is important to take into account the impact that the behaviour is having on the child. Bullying is behaviour that leaves people feeling helpless, frightened, anxious, depressed, demeaned. Actions can affect people in different ways, possibly for a very long time. This has to be taken into consideration.

\*Advice from www.respect*me.org.*uk

## Is intent required?\*

Every bullying incident should be looked at individually. In some cases, children may not be aware that their behaviour is actually bullying. They are perhaps modelling behaviours of other adults or children and young people, not understanding that the behaviour is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present but the impact and effect on the person being bullied will be no less because of this. It must be explained to the person bullying that their behaviour is unacceptable and why.

## Does the behaviour have to be persistent?\*

The issue with persistence is that the behaviour has to take place more than once, when the impacts of bullying can be prevalent after one incident.

Bullying does not need to be taking place to have an effect on the mental health and wellbeing of any child or young person. For those who have been bullied, the fear and anticipation of further bullying can affect a child’s ability to be themselves and interact with others in a healthy fashion. The bullying behaviour and potential impacts on the child or young person should be addressed as they arise.

## What is NOT bullying?\*

Children will tease, fall in and out with each other, have arguments, stop talking to each other and agree and disagree about what’s cool and what’s not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked it can lead to bullying, leaving those being bullied feeling afraid, uncomfortable and unsafe in their environment.

\*Advice from www.respect*me.org.*uk

**School Culture**

Glenmanor promotes an inclusive, restorative culture, where bullying is unacceptable.

## Pro-Active Strategies Employed

|  |  |
| --- | --- |
| •  | Worry box  |
| •  | “The Power of One” anti bullying show and poster displayed in every classroom  |
| •  | PATHs programme used Nursery-P7  |
| •  | Racism workshop attended by P5 pupils  |
| •  | P6 Peer Mediators, P7 Buddies, Playground Friends, Healthy Heroes  |
| •  | Captains/Vice Captains monitoring the corridors during break times  |
| •  | Enhanced staffing in the playground  |
| •  | Funds from the parent council and from the school have been used to enhance the school playground  |
| •  | Restorative practices implemented and promoted through whole school assemblies  |
| •  | Self regulation planning implemented and promoted through whole school assemblies  |
| •  | Staff training and support from Policy Development Programme Manager of respect*me*, Scotland’Service  |
| •  | Anti-bullying week held annually  |
| •  | Anti-bullying whole school assemblies  |
| •  | “Respect Me” posters displayed throughout the school  |
| •  | “Bullying…You Can Make A Difference – A Practical Guide for Parents and Carers” Booklet distributed to all Parents in January 2009 and “Cyberbullying… Are You Switched On?” distributed to all Parents in October 2009. Both are available electronically on www.respectme.org.uk  |

## Pupil Safety

The supervision of pupils during playtimes and lunchtimes is carried out in the main by support staff. They can be alert to early warning signs and can often intervene in a non-confrontational manner and encourage pupils to demonstrate positive behaviour strategies. Playground friends work effectively to help promote positive behaviour within the playground. They are trained to introduce new games to other pupils and to alert an adult to any possible difficulties that may arise. Peer mediators have recently been trained to help resolve low-level conflicts within the playground.

## Policy Links

The anti-bullying policy fits with the Better Behaviour Better Learning Policy, Additional Support Needs Policy, Breaktime Procedures, Child Protection Procedures and Curriculum for Excellence.

## Strategies used to Deal with Bullying Restorative Meeting

## Everyone who has been affected by an incident is invited to a meeting and given the opportunity to speak openly and honestly about the incident. They can discuss how they have been affected and are given an opportunity to express their thoughts and feelings in a safe environment. Support is given to both those harmed and those who have caused harm. The person who has caused harm can accept what they did was wrong – and the person harmed can ask for something to repair the harm. The restorative approach allows pupils to discuss:

* What happened?
* What were you thinking?
* How were you feeling?
* Who else has been affected and how?
* What do you need, and what needs to happen now, to repair harm caused?

**Please note** that if a pupil does not want to participate in a restorative meeting, then the same questions are asked individually.

## Self Regulation Planning

After the restorative meeting, a pupil may need a self regulation plan to help them to repair the harm/change their behaviour. This method encourages individuals to take responsibility for themselves and to move forward in a positive way. The key steps in using self regulation are ~

**Set a goal** What do we have to do here?

**Predict** Will it be hard or easy? If it is going to be hard, then what will you need?

**Plan** What will you need to get this done?

**Do** What’s your job? Is that helping you? **Review** So how did it go?

## Consequences

Every situation is dealt with separately and as such, the solutions are very individualised to meet the needs of those harmed and those causing the harm. While the restorative approach works in most cases, there will be times when other approaches need to be implemented. In extreme circumstances, privileges may be withdrawn or a child may need to be excluded from school.

## Informing Parents/Carers

Each incident will be dealt with individually and sensitively. Parents may be contacted by telephone or invited to school to discuss an incident if appropriate.

**Monitoring and Recording Procedures**

# Recording

A written record is kept of the response to and the action arising from an incident of bullying.

Incidents are recorded electronically by Head Teacher and Depute.

# Monitoring

All recorded bullying incidents are monitored by the appropriate staff to ensure that the actions taken have been effective.

## Follow up support mechanisms in place to support those involved with bullying behaviour

Individualised follow-up support will be implemented as appropriate. This could include mechanisms such as daily or weekly check-ins with pupils/parents/class teachers, the assignment of a buddy, peer mediator or a playground friend, a change to break-time procedures/class seating plan, the implementation of further restorative meetings, focussed class circle times and the use of class programmes to develop social and emotional intelligence.

## 19. Home And School LinksPartnership with Parents

 In Glenmanor Primary we are very keen to forge links with parents and to work in partnership with them in the education of our pupils. We positively encourage parental involvement (in a variety of ways: -

* Parents are the first and ongoing educators of their own children and, as such, will receive information and support to help develop their child’s learning at home, in the community and at school. This will be provided through newsletters, information evenings and progress reports.
* The development of home/school partnerships has a major impact on the development of school policies and approaches. The school welcomes parents and values their opinions. These are sought in a variety of ways including parental questionnaires, regular consultation regarding issues being developed in the school improvement plan and ongoing dialogue.
* The development of links within the community also impacts on our partnership with parents. Some examples of this include parents becoming involved at our World of Work event, in our Community Garden and the Auchengeich Memorial.

## Parent Helpers

Parent helpers assist us in the classroom, at outings and during sports days. Any amount of help & time given is appreciated. To ensure the safety of our pupils, all parent helpers must obtain a valid disclosure check.

## Parental Communication

We like to keep the lines of communication open by talking and listening to parents. We also communicate through the school blog, twitter, termly newsletters, information leaflets, parent’s notice board, certificates and phone calls and SMS messaging. We hope that parents feel comfortable about visiting the school and we are always pleased to see them – whether it is on an informal visit or on a Parents’ Evening, when progress reports are given to parents. Parents’ Evenings take place twice per year.

## Parental Concerns

If a parent has a concern relating to their child, they can make contact in person, by telephone (01236 632056) or by email (ht@glenmanor.n-lanark.sch.uk). The parental concern will be recorded on our ‘Response to Parental Complaints’ form and a follow up meeting, phone call or email will take place with the parent to resolve the complaint promptly. Once resolved, you will be asked if you are satisfied with the outcome. If satisfied, there is no further action. However, if you are not satisfied, please contact Nicky Kerr, NLC Customer Care on 01236 812308. North Lanarkshire Council have a complaints handling procedure. Please look on Glenmanor blog for more information.

## Parent Council

We have a very active, successful Parent Council who meet every month to discuss school events, organise fundraising and promote partnership with the school. They provide considerable support to the school, paying for theatrical performances to visit the school, buying outdoor play equipment for the playground and running school discos, Ladies’ Nights and Seasonal Fayres. The Parent Council can be contacted by email on glenmanor.pc@hotmail.co.uk

## 20. Attendance at School

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 Government.

## Maintaining Contact with the School

At the start of each school session parents will be asked to provide contact details including at least one emergency contact number and one mobile number (for the text messaging service). Parents are required to inform the school if these contact details change during the course of the year.

## Absence Notification Procedures for Primary Pupils

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 morning of the first day of absence to explain why your child is absent and when they may return. The school office is manned from 7.30am. Where a child has not registered and the school has not been informed of the absence by 9.30am, the school will try to contact the main carer by SMS message. On receipt of this message, you should phone the school to explain your child’s absence. If the school does not hear from you, school staff will access all other contacts that we hold on file. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted.

Parents should 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.

## Absence Notification Procedures for Nursery Children

It should be noted that although attendance in nursery is not compulsory, it is monitored. If your child cannot attend nursery for any reason, we would appreciate if you could telephone the school office and leave a message. If your child is absent and we do not hear from you, we will make a courtesy phone call, or send a text message, to ascertain the reason for absence. Continual absence, for an extended period of time without explanation may result in the Nursery place being withdrawn.

## 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 should inform the school by letter of the dates before going on holiday.

These absences are recorded as unauthorised.

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 would be considered an authorised absence where there has been prior agreement with the Head Teacher.

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.

Parents may request permission for a child to be absent from school to make an extended visit to relatives. For a request to be granted and the absence recorded as authorised it must be in writing and detail the destination and duration of the absence, and the provision to be made for the education of the child during the period of absence.

If there is no explanation from the parents, the absence will be recorded as unauthorised.

In Glenmanor, we put a great deal of emphasis on attendance at school. The school monitors closely the attendance of all pupils and informs parents (by letter) when concerns emerge. We monitor attendance monthly and will follow NLC guidance in improving attendance at school where necessary. If attendance rate is below 90% and there is no reasonable reason known to the school, we will contact parents to ask for explanation and to ensure improvement in attendance. If no improvement is made referral will be made to Reporter to the Children’s Panel. In some cases Social Work department will be contacted in line with Child Protection Guidelines.

## 21. Clothing and Uniform

All North Lanarkshire schools must have a dress code, which encourages children 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, Skills and Youth Employment services 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 factions (e.g. football colours)
* could cause offence (e.g. anti-religious symbolism or political slogans)
* could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery
* are of flammable materials which may be a danger in certain classes (e.g. shell suits)
* could cause damage to flooring
* carry advertising in particular for alcohol or tobacco
* could be used to inflict damage on other pupils or to be used by others to do so

## Glenmanor Nursery Class Dress Code

Children should wear comfortable clothes to nursery. We have a lovely uniform in Glenmanor Nursery Class, consisting of a navy sweatshirt with nursery logo and polo shirts in red, blue and yellow.

Nursery can be a messy place, so please do not send your child in their best clothes. We do have aprons, but accidents can happen. Short sleeves are a good idea, particularly for the water area and painting. We respectfully request that no football colours are worn in the nursery.

## Glenmanor Primary Dress Code

|  |
| --- |
|  White shirt  School tie  Black cardigan, tank top, v-neck jumper, round neck jumper (school badge optional)  Black skirt or trousers Black shoes (no trainers)  Black padded and waterproof jackets (school badge optional)  Black school bags (school badge optional)  |

School ties, badges, sweatshirts, polo-shirts, cardigans, padded jackets and waterproofs can directly from the uniform supplier, Baru, based in Kirkintilloch.

## Grant for Footwear and Clothing

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. Approvals of any requests for such grants in other circumstances are at the discretion of the Assistant Chief Executive, Education, Skills and Youth Employment.

Information and application forms may be obtained from any school or area office. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker’s Allowance (income based), Employment & Support Allowance (income related), Universal credit, Housing Benefit, Council Tax Rebate.

## Dress Code Expectations

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 be detrimental to the well-being of the whole school community.

 In such circumstances a Head Teacher could justify the use of the school discipline procedure.

## Loss of Pupils’ Clothing and/or Personal Belongings

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 is likely to be met only where the authority can be shown to have been negligent.

 Please make sure that all articles brought to school are clearly marked with your child’s name.

## 22. SchoolMeals

## Breakfast Club

Glenmanor Primary operates a Breakfast Club from 8.15am every day. It is supervised in the school hall by a member of support staff. The catering staff provide a breakfast costing 20p, which includes a choice of cereal, wholemeal toast and a drink of orange juice or milk. Children should access the breakfast club through the main office door **no earlier than 8.15am.**

## Healthy Tuck Shop

We also operate a Healthy Tuck Shop where toast, fresh fruit, home baking, water and a variety of fruit juices and can be purchased. This is served during morning break from 10.30am to 10.45am every day. Children line up at the serving hatch in the hall if they wish to buy a healthy snack.

## School Lunch

All food is prepared and cooked on the school premises. All food complies with the Health and Nutrition Act and a “Hungry for Success” 3-week menu is followed unless exceptional circumstances apply.

The 3-week menu changes 3 times in the session and the new menus are always distributed in advance to allow parents to plan lunchtimes with children. There is a choice of snack and main meals, and either a starter or dessert. A selection of home baking and fruit is also available alongside milk and fruit juice. Fresh drinking water and a selection of bread is freely available for all pupils. The menu is displayed in the hall to help pupils to make their choice.

We operate a pre-order lunch service so that pupils receive their first choice of lunch each day. Pupils are given a coloured wristband to indicate their first choice and this is handed over to the catering staff when they receive their lunch.

We operate a cash cafeteria system where children pay for meals daily using a cashless system. The children preload their cards with money then use this at break and lunch times to pay for their meals. Primary 1-3 children are entitled to a free school meal. Children sometimes forget or lose their money. No child will ever not be able to get a meal due to shortage or lack of appropriate payment. A child who has not paid will be issued with a slip to let you know what the cost of the meal was so it can be paid the next day.

## Lunch Sittings

Lunchtime is 12.15-1.00 pm. Primaries 1-3 pupils come along at 12.15 and Primaries 4-7 are on a rota. The pre-order lunch service means that pupils always get their first choice irrespective of which sitting they are on.

## Home Lunch

Children who are going home for their lunch must be collected at the front office by a parent/guardian or other adult family member. Please arrive 5 minutes beforehand to collect your child. Please ensure that the adult collecting your child signs them out in the visitor’s book on the reception desk. Children should be returned to the front office by 1.00pm where a clerical assistant will sign them back in to school.

Pupils are not allowed to go to the shops at breaktimes. This measure is in place to protect your child from the busy roads and to give you peace of mind that your child is safe within the school grounds.

## Availability of Special Diets

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 must be completed by the child’s Registered Dietician or General Practitioner. Procedures and forms can be assessed from North Lanarkshire‘s website www.northlan.gov.uk or dietician, or from North Lanarkshire’s catering service. Occasionally, parents may be asked to supply prescription foods or attend a meeting to discuss the child’s dietary requirements. Some children with additional support needs may require food to be adapted to an appropriate texture 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. Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

## Packed Lunch

Children may prefer to bring packed lunches to school. As we are a health promoting school, we ask you to help us to by ensuring that your child has a healthy packed lunch. These are stored on the packed lunch shelves situated at the back entrance to the hall by pupils. Children eat their packed lunches in the hall and they can sit beside their friends if they are on the same lunch sitting. For safety reasons, we ask that children do not bring glass bottles and please remember that Glenmanor is a nut free school.

## Arrangements for Nursery Snacks

A variety of snacks are on offer in the nursery. These include:

* Fresh fruit
* Raw vegetables
* Toast or crackers
* Healthy sandwiches
* Low sugar breakfast cereals
* Special foods linked to festivals
* Plain water
* Whole milk

With the exception of fruit and milk, all other snacks are funded by parent/carer donations of £3.00 per week.

## Free School Meals

Children of parents receiving Income Support, Universal Credit, Job Seeker’s Allowance (income based), Employment & Support Allowance (income related) are entitled to a meal without charge. Children whose parents are in receipt of both maximum Child Tax Credit and maximum Working Tax Credit with an income below £6,420 are also entitled to a meal without charge.

Early Years Provision – If your child is aged between 2 and 4 years and attends a North Lanarkshire Council or Partnership Provider Nursery, in the middle of the day, may now or in the future be entitled to a free meal. Parents must be in receipt of any of the qualifying benefits above or in receipt of State Pension Credit or Incapacity and Severe Disablement Allowance. Your child will also be entitled if they are or have been at any point since their second birthday looked after; the subject of a kinship care or guardianship order.

Information and application forms for free school lunches may be obtained from North Lanarkshire’s website, Learning and Leisure Services, area offices, first stop shops and Municipal Buildings, Coatbridge. Parents 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, Housing Benefit, Council Tax Rebate.

Only those children who receive a free school meal are entitled to free milk. Milk may however be available for purchase in the school during the lunch period. Nursery children are entitled to free milk.

## 24. Transport

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 Education and Youth Employment. 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, though not necessarily for the start of term.

## 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 their child arrives at the pick up point in 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

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 Council’s policy stated above.

## ASN Transport

Some of our pupils with additional support needs require ASN transport. The ASN transport can park in the designated disabled parking bay near the front door within the staff car park. Pupils with ASNs are dropped off and collected at the front office every day. Please note that all other pupils should be dropped off and collected at the school gates under normal circumstances.

## 25. Medical and Health Care

## Medical Examinations

Medical examinations by NHS staff are normally undertaken in P1 and then again in P7. Eyesight, height and weight are assessed in P1. Eyesight is also assessed in P4 and P7 and at other times if there is a concern. Hearing is only checked if required. Parents may refer their child at other times to the **Clinical Medical Officer** for examination or advice.

## Dental Inspections

Dental inspections are carried out with parental consent on a routine basis in primary school and parents are offered any necessary treatment for their children, although you may choose to attend a family dentist instead.

## Procedures When a Child Takes Ill

If a child takes ill in school, or has an accident during school hours, a member of our office team will maks every effort to contact a parent in the first instance. If a parent is not available the school will make contact with the child’s emergency contact for the necessary arrangements to be made. It is essential, therefore, for the school to have an emergency contact that can be reached by telephone should any child have to be taken home unexpectedly. Under no circumstances will a child be sent home/allowed to leave the school unaccompanied.

As facilities for the care of sick children in school are limited to basic first aid only, it is essential that an **EMERGENCY CONTACT**, who can be reached by telephone, is given to the school. It is particularly helpful if two contacts can be named in case the first adult is not available.

## Particular Medical Requirements

|  |
| --- |
| * Parents should make the school aware of any particular medical requirements relating to their child.
* Parents should also complete a form, obtainable from school office, if they want Addional Support Needs Assistants to administer medicine at school.
* Children with specific, regular medical needs will have a complex needs health plan created in partnership with parents and this information will be shared with all staff who come in contact with your child. The plan will be securely stored within the school office medical cabinet and the class teacher will securely store a copy of the plan.
 |

## Prolonged Ill Health

If a pupil is unable to attend a suitable educational establishment as a result of prolonged illhealth, 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.

## 26. Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio, on North Lanarkshire Council’s website and on Twitter.

## Emergency Evacuation Procedures

In the event of an emergency evacuation of the building, the children assemble at 3 points, as detailed below ~

**Assembly Point 1**

Opposite the back of the tower block, in front of the perimeter fence.

**Assembly Point 2**

Opposite the nursery/infant entrance, in front of the perimeter fence.

**Assembly Point 3**

In the staff car park, in front of the sensory garden.

If these assembly points are deemed unsafe, our children would be escorted to the Pivot Centre, Glenmanor Avenue.

Staff would then contact a parent or emergency contact to ensure that all children are safely collected.

## 27. Parent Forum and Parent Council

|  |
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| As a parent of a child at Glenmanor, 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.
 |

## Parent Council

|  |
| --- |
| Parent Councils came into force from 1st August 2007. The head teacher is the professional adviser to the Parent Council. The membership of the Parent Council is a minimum of 3 parents/carers of children attending the school/nursery class. The maximum is 14 as agreed by members of the Parent Forum.  The Parent Council’s rights and duties include: 1. supporting the work of the school;
2. representing the views of parents;
3. consulting with parents and reporting back to the Parent Forum on matters of interest;
4. promoting contact between the school, parents, pupils, providers of nursery education and the wider community;
5. fundraising;
6. taking part in the selection of senior promoted staff;
7. receiving reports from the Head Teacher and education authority; and
8. 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.   |

**Parent Council Establishment**.

## Parent Council Members

Chairperson Karen Wallace

Vice Chairperson Michelle Blair

Secretary Sandra Mackie

Treasurer Ashley Duncan

 Clerk Vacant

The head teacher has a right and a duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

The parent council can be emailed on glenmanor.pc@hotmail.co.uk

## Procedures for electing Parent Reps to the Parent Council

Any parent/carer of a child attending the school/nursery class can volunteer to be a member of the

Parent Council. In the event that the number of volunteers exceeds the upper limit of 14, Council Members will be selected by drawing lots. Anyone not selected to be a member of the Parent Council, may be offered the opportunity to be part of any sub-groups set up by the Council.

## Pupil Council

We have an active pupil council and they are working hard to make improvement in the playground, lunch hall, toilets and the classroom. Every primary stage from p4-7 is represented in the pupil council and they meet on a regular basis to plan and implement improvements in consultation with the pupil forum.

## 28. Supervision in Non-Class Times

During non-class times (including times when weather is inclement) children are supervised by Classroom Assistants, additional support needs assistants, janitors and when possible members of the Leadership Team. In line with the ethos of Curriculum for Excellence, our Primary 7 pupils are involved in mentoring younger pupils and are therefore available during non-class times to give support.

An adult presence is provided in playgrounds at break-times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In Glenmanor Primary Classroom Assistants, additional support needs assistants and our janitor provide supervision of the playground as well as the Head teacher, Depute Head Teacher and the Principal Teacher when available. There is a presence in the playground 15 minutes prior to the start of the school day, at morning intervals and at lunchtime.

Members of support staff are in the playground to encourage safe and harmonious play and to ensure that playground rules are being observed.

Pupils are also supervised during wet intervals. Pupils stay in their classrooms and support staff supervises the classes on each landing.

In the event that a pupil cannot access the playground due to an injury, or remain in class during a wet interval, they will be supervised at the office.

## 29. Important Names and Addresses

## Education, Skills & Youth Employment

|  |  |
| --- | --- |
| Municipal BuildingsKildonan Street  | Continuous Improvement Officers – Robert Daziell, William Collum, Irene Pandolfi |
| COATBRIDGE ML5 3BT Tel. – 01698 403140  Assistant Chief Executive Civic Centre  |  |
| Windmillhill Street  | Assistant Chief Executive – Mrs. Isabelle Boyd  |
| Motherwell ML1 1AB  Councillors for the School  |   |
| Councillor Greg Lennon  | Councillor Michael McPake  |
| Councillor William Doolan  |  |

 Contact via: Member Services

Civic Centre

Windmill Hill Street

MOTHERWELL ML1 1AB

Tel. - 01698 302697

 Community Learning and Development

|  |
| --- |
| Municipal BuildingsKildonan Street COATBRIDGE ML5 3BT Tel. – 01698 403140  |

Contacts in relation to Support for Learning

Carolan Burnet

Lyndsay Malley

Additional Support Manager

Baird Memorial Primary

6 Avon head Road

Condorrat

Cumbernauld

G67 4RA

01236 632363

Carolan Burnet may be contacted directly or through the school.

You can also get more help and advice from:

## Enquire

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

Tel. – 0345 123 2303

Email - info@enquire.org.uk

Website for parents and practitioners - www.enquire.org.uk

Website for children and young people - www.enquire.org.uk/yp

Resolve (Independent Adjudicator)

Tel. - 0131 313 8844

|  |  |
| --- | --- |
| Scottish Independent Advocacy Alliance  | Reference to Tribunal  |
| London House  | ASNTS  |
| 20-22 East London Street  | 4Th Floor  |
| EDINBURGH  | 1 Atlantic Quay |
| EH7 4BQ  | 45 Robertson StreetGlasgowG2 8JB  |
| Tel. 0131 556 6443  | Tel. – 0141 302 5860  |
| Email - enquiry@siaa.org.uk  |   |
| Website - www.siaa.org.uk  |   |
| NHS Lanarkshire  | Social Work  |
| Condorrat Health Centre  | Bron Way  |
| Tel. – 01236 723383  | Town Centre  |
|  Kildrum Health Centre  | CumbernauldG67 1DZ |

 Tel. - 01236 721345 Tel. – 01236 638700

Community Learning and Development Locality Offices

North CLD Area Office

Baird Memorial Primary School

6 Avonhead Road

Condorrat

Cumbernauld

G67 4RA

## 29. Qualifying Statement

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

* Before the commencement or during the course of the school year in question.
* 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.

We look forward to working in partnership

with you and your children

as you become part of the

 Glenmanor Learning Community.

