



**NORTH  
LANARKSHIRE**

**Education and Families**

Mrs Audrey Sneddon  
Acting Head Teacher  
Greengairs Primary School  
Greengairs Road  
Greengairs  
Airdrie ML6 7TE  
[www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk)

# Greengairs Primary School and Nursery Class

Handbook 2025



Happy

Safe

Achieving

Included

[enquiries-at-greengairs@northlan.org.uk](mailto:enquiries-at-greengairs@northlan.org.uk)

Tel: 01236 632067

**X** @GreengairsPS  
@GreengairsNC



Updated Jan 2025



Accredited  
Until 2021

**LIVE  
LEARN  
WORK  
INVEST  
VISIT**

## WELCOME

Welcome to Greengairs Primary School and Nursery Class and to a partnership between your home and our school which we hope will result in the best possible education for your son or daughter. The school's part in the partnership is to provide conditions whereby the school mission statement can be achieved. We hope that you as parents, as part of the partnership, will provide the support and conditions at home to help achieve success at our school.

We hope you find this handbook useful, and Greengairs Primary School has an Open Door Policy, whereby parents are always welcome. Please don't hesitate to contact the school if you have any queries or if you have any concerns regarding your child.

## VISION, VALUES AND AIMS OF GREENGAIRS PRIMARY SCHOOL

### VISION

Greengairs is Great!

A Community who  
Gets really into trying  
Respects each other  
Enjoys learning  
Aspires to be their best  
Together is great

### VALUES

Happy

Safe

Achieving

Included

### AIMS

Provide a **happy** and **safe** learning environment where children's wellbeing is at the heart of all we do.

Provide a varied and challenging curriculum through excellent and innovative teaching and learning that meets the needs of all learners and equips learners with skills to **achieve** their full potential now and in the future.

Celebrate success, promote a 'can do' attitude and inspire and **include** everyone to **achieve** their best in all they do.

We, as staff, look forward to working with you and your child at Greengairs Primary School and Nursery Class.

***Mrs Audrey Sneddon***  
**Acting Head Teacher**

## **SCHOOL INFORMATION**

Greengairs Primary School and Nursery Class  
Greengairs Road  
Greengairs  
ML6 7TE

**Tel No:** 01236 632067

**Email:** [enquiries-at-greengairs@northlan.gov.uk](mailto:enquiries-at-greengairs@northlan.gov.uk)

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

Greengairs Primary School and Nursery Class is a non-denominational establishment situated in the village of Greengairs. The school catchment area includes Drumgray, Greengairs, Riggend, Upperton, Wattston, and outlying farms and homes.

The building is circular and semi-open plan. The seven classrooms and quiet / study rooms are positioned round the perimeter. There are shared open areas and a library between the classrooms and the main hall, which is in the centre. There is also a stage, dining room and kitchen facilities. The administration block is situated at the main entrance. The exterior of the school was refurbished in 2008 and the interior painted in 2018.

A school crossing patrol has been provided at the school's entrance on Greengairs Road. In the interests of safety all pupils are required to use the entrance on Greengairs Road.

Security doors have been fitted to all entrances to the school. Pupil entrances are for the use of pupils. Parents and visitors must use the main entrance door, which has camera-controlled access. All persons seeking entry to the school require to identify themselves and state their business.

The planning capacity of the school is 150 pupils, and the working capacity is 158 pupils. At present the school roll is **81** pupils. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. As in previous years, all of our classes are composite classes. This session we have 4 classes, P1/2, P3/4, P5/6, and P6/7. Our composite classes are made up on groups of children who are working at the same level in Literacy or Mathematics. When forming class structures, the number of classes is dependent on the number of pupils in the school and the allocation of teaching staff for the following year.

We do not provide the teaching by means of the Gaelic language.

## **LETTING PROCEDURES**

It is council policy that the school accommodation should be made available as far as possible out with the school hours for use by the community, in accordance with approved letting procedures and enquiries should be directed to: Culture NL Ltd, Community Facilities Section, Coatbridge Community Centre.

Our associated secondary school is:

**Airdrie Academy**  
**South Commonhead Avenue**  
**Airdrie**  
**ML6 6NX**  
**Tel No:** 01236 632161

## **PARENT PARTNERSHIP**

The Parent Partnership office bearers are as follows:

<b>Chairperson</b>	Laura Muir
<b>Secretary</b>	Aimee Crawford
<b>Treasurer</b>	Rachael Reid
<b>Members</b>	Emma Pitman, Jillian Barton, Kirsty Harvie, Karen McGowan

### CONTACT DETAILS

Email: [greengairsparentpartnership@gmail.com](mailto:greengairsparentpartnership@gmail.com)

X: @GreengairsP

Facebook: Greengairs Primary Parent Partnership events & info page (PARENTS/CARERS ONLY)  
Greengairs Primary Parent Partnership fundraising page  
Community Information and links  
Greengairs Parent and Toddler Group

For more information, please see the Parent Partnership section on our website:  
<https://blogs.glowscotland.org.uk/nl/greengairsps/parent-partnership-2/>

## **GREENGAIRS PRIMARY SCHOOL AND NURSERY CLASS**

### **STAFF**

The Acting Head Teacher is Mrs Audrey Sneddon.

The Acting Principal Teachers are Miss Adele Scott and Mrs Rhonda Murray.

### **TEACHING STAFF**

<b>P1/2</b>	Miss Leia Holmes/Mrs Kimberley Hughes
<b>P3/4</b>	Mrs Karen Wildman
<b>P5/6</b>	Mrs Rhonda Murray/Mrs Carole Anne Coventry
<b>P6/7</b>	Miss Adele Scott

**Non class contact cover and support for learning:** Mrs Kimberley Hughes

### **EARLY YEARS STAFF**

<b>Early Learning and Childcare Lead Practitioner</b>	Mrs Gillian McKerr
<b>Equity and Excellence Lead Practitioner</b>	Ms Frances Campbell
<b>Early Learning and Childcare Practitioners</b>	Miss Kerijane Devan Miss Alisha Flynn

**Early Learning and Childcare Support Workers**

Miss Emma McPake  
Mrs Lorna Sheerin  
Mrs Lindsay Crawford

**NON-TEACHING STAFF****Classroom Assistants**

Mrs Jacqueline Smith  
Mrs Agnes Reilly

**ASNA**

Mrs Agnes Reilly

**Senior Clerical Assistant**

Miss Amy DGLISH

**Catering Assistants**

Mrs Audrey Brown  
Mrs Elaine Davies

**Janitors/Cleaning Team**

Mrs Jean Thomson (AM)  
Mrs Elaine Davies (PM)

**SCHOOL HOURS****Monday to Friday**

9.00am – 12.30pm  
1.15pm – 3.00pm

**Morning interval**

10.30am – 10.45am

**Lunch**

12.30pm – 1.15pm

P1 pupils are required to attend full time from the first day of the session.

**NURSERY HOURS****Daily sessions run**

8.45am – 2.45pm

**Lunch**

12.00pm

# **THE SCHOOL YEAR**

## **APPROVED SCHOOL TERM DATES FOR 2025-26**

### ***August 2025***

Tuesday 12 August 2025 (Return date for teachers & in-service day)

Wednesday 13 August 2025 (In-service day)

Thursday 14 August 2025 (Return date for pupils)

### ***September 2025***

Friday 26 September and Monday 29 September 2025 (September weekend holiday)

### ***October 2025***

Monday 13 to Friday 17 October 2025 (October week)

### ***November 2025***

Monday 17 November 2025 (In-service day)

### ***December 2025 – January 2026***

Schools close at 2:30pm on Thursday 18 December 2025

Friday 19 December 2025 - Friday 2 January 2026 (Christmas holidays)

### ***January 2026***

Schools return on Monday 5 January 2026

### ***February 2026***

Monday 16 February 2026 (Mid-term Break)

Tuesday 17 February 2026 (Mid-term Break)

Wednesday 18 February 2026 (In-service day)

### ***April 2026***

Schools close at 2:30pm on Thursday 2 April 2026

Monday 6 April - Friday 17 April 2026 (Spring holiday, Easter)

Schools return on Monday 20 April 2026

### ***May 2026***

Monday 4 May 2026 (May holiday)

Thursday 7 May 2026 (In-service day to coincide with Scottish Parliamentary election, but may be subject to change)

Friday 22 May 2026 and Monday 25 May 2026 (May weekend)

### ***June 2026***

Schools close at 1pm on Friday 26 June 2026

## **ENROLMENT**

Enrolment of children starting P1 in August is generally held in January and is advertised locally in the nurseries, libraires and social media.

Parents should bring their child's birth certificate and their council tax bill as proof of residence when enrolling.

Leaflets providing information for parents on enrolment of children in schools, giving details of placing request procedure (including under-age requests) and deferred entry options may be obtained from any school or the North Lanarkshire Education, Skills and Youth Employment Services Office in Kildonan Street, Coatbridge.

Parents seeking to transfer their child to Greengairs Primary School are invited to telephone the school to arrange a meeting with the Head Teacher.

## **TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL**

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

Pupils from this school normally transfer to:

**AIRDRIE ACADEMY**  
**SOUTH COMMONHEAD AVENUE**  
**AIRDRIE**  
**Tel: 01236 632161**

## **EQUAL OPPORTUNITIES**

Equal opportunities are promoted within our school through appropriate curriculum content and teaching practices from primary one to primary seven. All pupils are encouraged to take part in as wide a range of activities as possible. We are positively striving to ensure that pupil's expectations of themselves in the various areas of the curriculum are not limited either physically or by traditional sex stereotyping. Incidences of racial harassment should be intimated to the Head Teacher immediately.

The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued. This is in line with the Equality Act 2010, the Service's Equality and Diversity Policy 2018 and Diversity Policy and Equality Strategy 2019-2024.

Implementation of the Education, Youth and Communities Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

## **CURRICULUM FOR EXCELLENCE**

### ***What is Curriculum for Excellence?***

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

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

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

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

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

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

Curriculum for Excellence is defined as:

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

These contexts are:

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

### ***What are the Curriculum for Excellence Levels?***

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

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

### ***What is the Broad General Education?***

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

### **Curriculum Areas and subjects**

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

The 8 curricular areas are:

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

## **THE SENIOR PHASE**

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

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

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

## **PERSONAL SUPPORT/CAREER PLANNING**

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

## **ASSESSMENT AND REPORTING**

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

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

At Greengairs parent/teacher/child meetings will be held twice yearly when teachers will discuss children's progress with their parents. The first meeting of parents, children and teachers will be between August-October and the second meeting will be between January and March. Parents will receive a written report in June. At the meeting, parents, children, and teachers will discuss the child's progress and his/her development needs.

Parents are welcome to discuss their child's progress at other times. Those wishing to do so should contact the Class Teacher to arrange a mutually suitable time.

## **LITERACY AND ENGLISH**

Our literacy programme is based on North Lanarkshire's extremely successful Active Literacy Programme where children take an active role in learning to read, write, talk, and listen. Research has proven that children learn much more from what they experience as opposed to what they simply see and hear. Through Active Literacy, teachers create meaningful experiences for children.

Within Active Literacy children in P1 are taught single sounds and begin making words with these immediately.

Blending these words together is done using magnetic boards and letters so the children can feel the shape of the letters, can physically move them to make the words and are actively involved in the lesson. They follow this with plenty of reading and writing so they can use new skills right away. The Primaries 1 and 2 pupils read at least 2 books per week which build up known vocabulary in a structured and progressive way. By primary 3 the pupils are reading more challenging books before going on to Skinny Novels.

Writing activities are directly linked to the core reading books or the context for writing created within the classroom.

The Active Literacy Programme is taught at all stages, in line with NLC programmes and staff training.

## **MATHEMATICS AND NUMERACY**

From the early stages onwards, children and young people should experience success in mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of mathematical ideas and concepts.

Through their use of effective questioning and discussion, teachers will use misconceptions and wrong answers as opportunities to improve and deepen children's understanding of mathematical concepts.

The experiences and outcomes encourage learning and teaching approaches that challenge and stimulate children and young people and promote their enjoyment of mathematics. To achieve this, teachers will use a skilful mix of approaches, including:

- Planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss, and reflect.
- Modelling and scaffolding the development of mathematical thinking skills.
- Learning collaboratively and independently
- Opportunities for discussion, communication, and explanation of thinking
- Developing mental agility
- Using relevant contexts and experiences, familiar to young people
- Making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts, such as those provided by science and social studies.
- Using technology in appropriate and effective ways
- Building on the principles of Assessment is for Learning, ensuring that young people understand the purpose and relevance of what they are learning.
- Developing problem-solving capabilities and critical thinking skills.

Mathematics is at its most powerful when the knowledge and understanding that have been developed are used to solve problems. Problem solving will be at the heart of all our learning and teaching. We should regularly encourage children and young people to explore different options: '*What would happen if ....?*' Is the fundamental question for teachers and learners to ask as mathematical thinking develops?

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

## **NUMBERS, MONEY, AND MEASURE**

- Estimation and rounding
- Number and number processes.
- Multiples, factors, and primes
- Powers and roots
- Fractions, decimal fractions, and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present, and future
- Patterns and relationships
- Expressions and equations

## **SHAPE, POSITION, AND MOVEMENT**

Properties of 2D shapes and 3D objects  
Angle, symmetry and transformation.

## **INFORMATION HANDLING**

- Data and analysis
- Ideas of chance and uncertainty

The mathematics framework as a whole includes a strong emphasis on the important part mathematics has played, and will continue to play, in the advancement of society, and the relevance it has for daily life.

A key feature of the mathematics framework is the development of algebraic thinking from an early stage. Research shows that the earlier algebraic thinking is introduced, the deeper the mathematical understanding will be and the greater the confidence in using mathematics.

## **TECHNOLOGIES**

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching as appropriate to the child or young person's maturity. All teachers, in all sectors, in all departments and in all settings, have opportunities to apply, reinforce and extend ICT skills within and across curriculum areas to equip children and young people with the learning and employability skills required for the 21<sup>st</sup> century.

Several curriculum areas including the technologies provide opportunities for children and young people to consider security aspects associated with ICT, for example keeping personal data secure, and the important consequences of these for individuals. It is important for children and young people to recognise security risks when handling information across the curriculum, and act accordingly.

## **SOCIAL STUDIES**

In social studies, effective learning and teaching will draw upon a variety of approaches including:

- Active learning which provides opportunities to observe, explore, experiment and play
- Use of relevant contexts and experiences familiar to children and young people
- Appropriate and effective use of technology
- Building on the principles of Assessment is for Learning
- Both collaborative and independent learning
- Discussion and informed debate
- Interdisciplinary learning experiences
- Learning outdoors, field trips, visits and input by external contributors

## **SCIENCES**

The sciences experiences and outcomes are designed to stimulate the interest and motivation of children and young people and to support staff in planning challenging, engaging and enjoyable learning and teaching activities. They allow flexibility and choice for both teachers and learners to meet individual learning needs.

Effective learning and teaching approaches extend experiential learning from the early years into primary school and beyond. As children and young people progress in their learning of the sciences, teachers can take advantage of opportunities for study in the local, natural, and built environments, as an opportunity to deepen their knowledge and understanding of the big ideas of the

sciences. Teaching and learning approaches should promote thinking as well as provide opportunities to consolidate and apply learning.

In the sciences, effective learning and teaching depends upon the skilful use of varied approaches including:

- Active learning and planned, purposeful play.
- Development of problem-solving skills and analytical thinking skills
- Development of scientific practical investigation and inquiry
- Use of relevant contexts, familiar to young people's experiences
- Appropriate and effective use of technology, real materials and living things.
- Building on the principles of Assessment is for Learning
- Collaborative learning and independent thinking
- Emphasis on children explaining their understanding of concepts, informed discussion, and communication.

Through involvement in a wide range of open-ended experiences, challenges, and investigations, including those related to the applications of science in areas such as engineering, medicine and forensics, children and young people develop skills of critical thinking and appreciate the key role of the scientific process both in generating new knowledge and in applying this to addressing the needs of society.

## **HEALTH AND WELLBEING**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities which they need for mental, emotional, social, and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social, and physical wellbeing.
- Experience challenge and enjoyment.
- Experience positive aspects of healthy living and activity for themselves.
- Apply their mental, emotional, social, and physical skills to pursue a healthy lifestyle.
- Make a successful move to the next state of education or work.
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries. Children and young people should feel happy, safe, respected, and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and the wider school community. Robust policies and practices which ensure the safety and wellbeing of children should already be in place. In addition, there are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff and extended support teams. Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

## **EXPRESSIVE ARTS**

The framework of experiences and outcomes supports staff in meeting the needs of children and young people through providing a wide range of carefully planned, well-paced learning experiences.

Within a rich, supportive environment teachers will draw upon a skilful mix of approaches to promote a climate of creativity and innovation, including:

- Active involvement in creative activities and performances
- Tasks or performance opportunities which require a creative response.
- Opportunities to perform or present to an audience.
- Partnerships with professional performers or artists and other creative adults
- Raising awareness of contemporary culture and connecting with young people's experiences
- Appropriate, effective use of technology
- Building on the principles of Assessment is for Learning
- Both collaborative and independent learning
- Establishing links within the expressive arts subjects and with the wider curriculum
- Opportunities to analyse, explore and reflect.

The majority of activities in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are an integral part of the creative process and are linked to developing creative skills, knowledge and understanding and enhancing enjoyment.

## **ADDITIONAL SUPPORT NEEDS**

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

In Greengairs Primary School, 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, most pupils may, at some point 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, 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 the support for learning teacher. This support may include additional tuition, advice to the class teacher, provision of appropriate materials and practical help within the classroom.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the school. The school follows North Lanarkshire Council's Additional Support Needs Policy through the implementation of the specified staged intervention process:

At Greengairs Primary, we follow North Lanarkshire Council's Policy and staged intervention approach to:

- Assess/identify needs

- Specify support required
- Plan additional needs
- Implement a plan
- Review progress
- Evaluate next steps

Provision will be made for pupils with English as an additional language.

Greengairs is able to cater for a wide range of additional support needs. The school works closely with Psychological Services and regular meetings are held with the school Educational Psychologist to discuss progress and support for pupils. Other services include N.H.S. Lanarkshire, Hearing and Visual Impairment, Bilingual Services, Speech and Language Therapy, Occupational Therapy and Social Services (including Transport and Housing).

Where a child has English as an additional language they will be supported within school and, where appropriate, by North Lanarkshire's English as Additional Language team.

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. We have procedures in place which ensure that all Looked After Children are closely monitored and supported. Within Greengairs the Head teacher takes overall responsibility for individual Looked After Children, monitoring their educational progress and overall wellbeing.

Parents and young people can request an assessment to establish whether a child or young person has additional support needs or requires a Co-ordinated Support Plan. This request should be formally made in writing to the Head teacher although the Head teacher welcomes parents with concerns to discuss these concerns with her in the first instance.

Parent and pupils are an essential part of the assessment, planning and review process and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

## **GETTING IT RIGHT FOR ME PLANS**

(GIRFMe) enables staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parent/Carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought. Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination, the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or other agency.

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

Parent/Carers will receive letters from Education Authority throughout the CSP process.

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

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

## **DISPUTE RESOLUTION**

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

If the matter cannot be resolved with the Education Authority, you have the right to request mediation. An independent mediation service is available to Parent/Carers and young people through Resolve (see contact details at the bottom of this handbook). Mediation is free through Resolve, and independent of the Education Authority.

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

The Additional Support Needs Tribunal has been set up to hear appeals made by Parent/Carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transitions. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

## **SCHOOL AND NURSERY IMPROVEMENT PLAN**

Each year we identify a number of priorities for improvement which we aim to address.

For session 2024-25, **3 priorities** were identified.

The priorities are as follows:

1. To update and refresh whole school and nursery curriculum rationale to include play-based learning and an enquiry approach to teaching and learning, incorporating outdoor learning and children's rights.
2. Continue to improve attainment in literacy, numeracy and health and wellbeing through high quality learning, teaching, and assessment. We will ensure consistent approaches to Assessment is for Learning from P1 to P7. We will refresh approaches to learning intentions, success criteria and questioning, ensuring AiFL is part of our learning and teaching.
3. **CLUSTER PRIORITY** – By the end of 2025, almost all establishments will have embedded nurture, resilience, and trauma informed practices, through robust universal wellbeing systems to support our children, young people, and families.

Greengairs Primary School and Nursery Class undertakes rigorous self-evaluation with parents, carers, and children. This self-evaluation informs the improvement priorities for the next academic session. These priorities are issued to parents at the start of each new session. Similar activity takes place at cluster level.

## **HOME LEARNING**

Homework is encouraged by all teachers at Greengairs Primary School. Children are required to read and carry out spelling activities each evening. In addition to this, the types of homework and amounts may vary from stage to stage. Parent/Carers will be notified by class teachers at the start of each session as to what homework to expect.

## **SCHOOL ETHOS**

In Greengairs Primary School, we aim to establish a caring and supportive ethos, built on mutual respect and trust. We encourage all of our children to be the best they can be.

We promote positive behaviour. Children are rewarded with FUN31, certificates, and the weekly Shining Star Award. We celebrate our pupil's wider achievements out with school at our weekly assembly and display these achievements within school.

## **SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES**

Religious Education should encourage pupils to begin to recognise religion as an important expression of human experience. They will develop a knowledge and understanding of Christianity, Islam and Judaism and investigate the questions and answers of the practical consequences of religious commitment and develop their own beliefs, attitudes, and practices through a process of personal search, discovery, and critical evaluation. In doing so they will learn to respect other people's ideas, values, customs, and beliefs.

Under the terms of the Education (Scotland) Act 1980, Parent/Carers may withdraw their child from religious education. Although this right remains, religious education with its aim of helping pupils to understand the nature of religion and encourage them to seek their own understanding of the religious dimension of life, should make it less necessary for Parent/Carers to exercise their right of withdrawal.

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

## **EXTRA-CURRICULAR ACTIVITIES**

Greengairs Primary School are proud of the range of activities on offer over the school year. We try to ensure that children from each stage have the opportunity to take part in a lunchtime or after school club throughout the year. The clubs are offered by school staff and/or Active School's Co-ordinators. The range of clubs are subject to change in each school year.

## **FREEDOM OF INFORMATION**

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a timescale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted at: [foirequest@northlan.gov.uk](mailto:foirequest@northlan.gov.uk)

## **GENERAL DATA PROTECTION REGULATIONS (GDPR) STATEMENT FOR EDUCATION**

### **What is this statement?**

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

### **Who are we?**

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

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

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

### **Legal basis for using your information**

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

### **Your personal information**

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

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

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

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has

requested assistance from educational staff out with the nursery or school, key staff from these services may also store information securely about your child or young person.

### **How will we use this information?**

Your personal information will be used:

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

### **Who do we share information with?**

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

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

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

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

### **How long do we keep your information for?**

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

## **Your rights under GDPR**

You can:

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

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

## **The Council's Data Protection Officer**

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

Data Protection Officer (DPO)

Civic Centre,

Windmillhill Street,

Motherwell ML1 1AB

or by email to: [AITeam@northlan.gov.uk](mailto:AITeam@northlan.gov.uk)

## **The Information Commissioner**

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

### **Information Commissioner's Office**

45 Melville Street,

Edinburgh, EH3 7HL

Or by email to: [casework@ico.org.uk](mailto:casework@ico.org.uk)

# **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

Education authorities and the Scottish Government

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

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

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

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

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

Accurate and up-to-date data allows SGEP, education authorities and schools to:

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

## **Your GDPR rights**

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

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

Further details are available on:

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

## **ANY CONCERNS**

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

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

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

### **Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website: <https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

## **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.

The Child Protection Officer is **Mrs Audrey Sneddon**.

Telephone number is **01236 632067**

## **ADULT PROTECTION**

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society. If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines.

The Adult Protection Co-ordinator is **Mrs Audrey Sneddon**.

## **DISCIPLINE**

The relationship between pupils and teacher is similar to that between a child and his or her own parents requiring mutual respect on both sides. Pupils are encouraged to take a pride in the school and we emphasise the importance of self-discipline through the promotion of positive behaviour. Greengairs Primary School's Golden Charter has been drawn up with the pupils and shared with the parents. We have also developed a playground charter, and each year every class creates their own class charter.

In the rare circumstances where anti-social behaviour prevents pupils from being able to continue in a learning situation the matter is discussed with the parents of the pupils involved, so that parents

and teachers can work together to eradicate such behaviour at an early stage. We aim to work in partnership with all Parents and value the need for parental co-operation.

## **ANTI BULLYING**

Bullying is not tolerated at Greengairs Primary School and Nursery Class. Pupils are actively encouraged to report any incidences immediately so that appropriate action can be taken. In each class there is the opportunity during 'Circle Time' for pupils to raise any issues. In each class pupils also have the opportunity to request a 'quiet chat,' where they are able to raise a matter of concern with the teacher in private and in confidence. Parent/Carers are encouraged to speak to the Head Teacher immediately if they have concerns for their child's welfare.

The recording of bullying or alleged bullying incidents are recorded electronically as part of the school's monitoring system.

## **SUPERVISION IN NON-CLASS TIMES**

In Greengairs Primary School, our Classroom Assistant and Additional Support Needs Assistant provide supervision of the playground as well as the Head Teacher, and Principal Teachers when available. Our Janitor has a presence in the playground 15 minutes prior to the start of the school day, and 15 minutes prior to the end of the day. In addition, our classroom assistant and additional support needs assistant are in the playground areas to ensure that playground rules are being observed at all times and that children are playing happily and safely together. An adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

During non-class times when weather is inclement children are supervised by our classroom assistant, additional support needs assistant, and when possible, members of the Senior Management Team. In line with the ethos of Curriculum for Excellence, our Primary 7 pupils are involved in mentoring younger pupils and are therefore available during non-class times to give support.

During inclement weather the school doors will open at 8.45 a.m. and children may go into the main hall.

## **HOME AND SCHOOL LINKS**

The value of Parents' interest and involvement in their child's education cannot be stressed too highly. At Greengairs Primary School, we endeavour to work in partnership with all parents.

Notices about meetings, outings, parties, and other matters of general interest are conveyed to parents by email and via our weekly "What's On" bulletin.

Parents and friends are invited to our services of worship, musical shows, and other activities. During the year parent helpers are welcome within the school. Volunteers offer invaluable help in many ways. It is now necessary for all parent helpers to have a 'Protection of Vulnerable Groups (PVG)' certificate from the local authority. This is simple for the school to arrange, and we would appreciate as many parents as possible offering to put themselves forward for this.

## **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.

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

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

Parents are asked to inform the school by letter or telephone if their child is likely to absent for some time and to give the child a note confirming the reason for absence on his/her return to school. When a child has been present for the morning session and is absent in the afternoon, we are concerned for that child's safety. It is important to get in touch with the school immediately to inform us of the reason for the afternoon absence. If you know that your child is likely to be absent for some time, please inform the school by telephone and give your child a note on his/her return, confirming the reason for the absence.

## **FAMILY HOLIDAYS DURING TERM TIME**

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

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.
- A family holiday classified under the 'authorised absence' category will not include such reasons as:
  - The availability of cheap holidays
  - The availability of desired accommodation
  - Poor weather experience during school holidays
  - Holidays which overlap the beginning or end of term
  - Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

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

## **EXTENDED LEAVE WITH PARENTAL CONSENT**

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday.

Leave in such circumstances will be authorised under circumstances such as:

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

## **EXCEPTIONAL DOMESTIC CIRCUMSTANCES**

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

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

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

## **CLOTHING AND UNIFORM**

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Prior to drawing up the dress code the Parent/Carers, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers will be keen to support the dress code and written agreement may be sought.

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

- could potentially encourage factions (e.g. football colours) could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose-fitting clothing, dangling earrings, and other potentially dangerous jewellery.
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring.
- carry advertising in particular for alcohol or tobacco,
- could be used to inflict injury to other pupils or to be used by others to do so.

Parents/Carers in receipt of a grant for footwear and clothing from the council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families.

Information and application forms may be obtained from the council website: <https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/free-school-meals-and-clothing-grants>

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

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

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

## **GREENGAIRS PRIMARY SCHOOL – DRESS CODE**

Skirt / Trousers / Shorts	grey (shorts to the knee, where possible)
Shirt / blouse	white
Badge / Tie	Greengairs Primary School
Sweatshirt (with badge)	red (P6/7 can wear black if they wish)
Polo shirt	white
Shoes	black
Blazer (optional)	black

School uniform can be purchased from: **Scotcrest**

Badges, ties, sweatshirts, and polo shirts with the school motif are available for purchase from the school. The sweatshirts are very popular as they are both comfortable and extremely practical on P.E. days. As all the classrooms are carpeted, pupils are expected to change into indoor footwear inside school.

For P.E. lessons, pupils are requested to wear polo shirt / T-shirt, shorts, and suitable footwear – these are desirable for safety reasons.

Also, in the interests of safety, in P.E. pupils are required to remove all jewellery, including earrings.

## **SCHOOL MEALS**

All P1 to P5 pupils are entitled to a free school breakfast up to the value of £1 and lunch up to the value of £3.25.

We operate a cashless catering system and cafeteria. At the beginning of your child's enrolment at Greengairs Primary School, you will be given an iPay Impact Registration Letter. Parents can

access their child's account online via iPay to deposit money or to monitor the food choices made by their child. There is no facility to pay for meals with cash.

Any child who has forgotten his/her packed lunch will be given a meal without question, but a text message will be issued to the Parent/Carer stating the amount owed (P6/7). The money owed should be put directly onto their iPay Impact account the following day.

The menu and nutritional information is available on the NLC website: <https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals-0/primary-school-menu>

## **SPECIAL DIET PROCEDURES**

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

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

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

It is important that the Head Teacher is aware of any medically prescribed diets within the school, and, on occasion, Parent/Carers may be asked to attend a meeting.

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

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

## **BREAKFAST CLUB**

The Breakfast Club is open from 8.15am to 8.45am daily. The children are supervised by Mrs Reilly. Activities are provided during Breakfast Club. From 8.45am onwards, children are asked to go to the playground to line up with their class for the bell ringing at 9am.

Children wishing to attend should enter via the Dining Room through the side door. Children should walk towards the main entrance and follow the path to the left (towards the staff carpark) and enter via the dining room door on the right greeted by Mrs Reilly.

Parent/Carers must **not** park in the staff carpark when dropping children off at Breakfast Club.

If your child (P6/7) attends Breakfast Club and chooses not to eat, they are still using the service and will be charged for doing so. Please ensure there are sufficient funds on iPay should your P6/7 (not in receipt of Free School Meals) attends Breakfast Club. This is to ensure that they are charged accordingly. The cost to attend Breakfast Club is free for P1 to P5 and is £1 for P6/7 who are not in receipt of FSM.

## **OTHER**

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

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

Information and application forms for free school meals can be downloaded from the council website: <https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/free-school-meals-and-clothing-grants>

## **ARRANGEMENTS FOR THOSE BRINGING PACKED LUNCHES**

Children who choose to bring a packed lunch to school will eat at the fold down tables on the stage.

All eligible two-year-olds and all children aged from 3 to those not yet attending primary school, that attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or voluntary/private nursery), are entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more, will receive a free meal as part of the Early Learning and Childcare entitlement.

## **PLACING REQUESTS**

You have the right to make a placing request for your child to be educated in a school other than the local school.

In December each year, the authority will advertise its arrangements for placing requests.

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

Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher.

Further information on placing requests and procedures is available from the school or the council's website.

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

## **TRANSPORT**

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

Parent/Carers who consider they are eligible can apply on the Council website. Applications should be submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available, and no additional costs are incurred.

Applications can be made online at the NLC website:  
<https://www.northlanarkshire.gov.uk/schools-and-learning/school-transport/free-school-transport>

## **PICK-UP POINTS**

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

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

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

## **PLACING REQUESTS**

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

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

## **MEDICAL AND HEALTH CARE**

### **ACCIDENT AND FIRST AID PROCEDURES**

We are committed to providing a safe environment for our children in line with current legislation and North Lanarkshire's Health and Safety Policy.

Our priority must always be the welfare of the child. When an accident occurs, a First Aider will be called (if required). Our current First Aider is **Rhonda Murray** (Acting Principal Teacher/Classroom Teacher). In consultation with the person in the area where the accident took place, the First Aider will decide if any treatment is necessary and if Parent/Carers need to be informed immediately.

### **ADMINISTRATION OF MEDICATION**

Children who need medication during school hours **MUST** have Parent/Carers complete the necessary paperwork prior to receiving permission.

All medication(s) **MUST** have a prescription label affixed, clearly displaying the child's name and dosage information.

All medication(s) will be stored in a locked cabinet within the main office. Children needing access to their inhalers should report to the main office.

No medications should be left at school during the summer holiday period.

#### **Bump to the Head**

Any child who has fallen or hurt their head is required to report to the main office to be checked. The Parent/Carer of that child will be contacted via phone call to make them aware of the injury and as an additional precaution.

### **HEALTHCARE PLANS**

Where administration of medication is more complex, or where a condition can require emergency medication, this will be detailed in an individual Healthcare Plan. These will always be created by a Healthcare professional and issued to the Parent/Carer, and in some cases, directly to the school. The school can only accept changes to a Healthcare Plan from a Healthcare professional.

In managing your child's confidential medical information, Greengairs Primary School practices are in line with GDPR (2018). Further guidance on best practice in schools can be sought from the Scottish Government document "Supporting Children and Young People with healthcare Needs in Schools (2017)".

### **MEDICAL AND DENTAL INSPECTIONS**

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then at ages 10/11 years and 13/14 by staff of the North Lanarkshire Health Board. Parents may refer their child at any other times to the Clinical Medical Officer for examination or advice.

During the child's first year at school the parent is given written notification of the date and time of the child's medical examination. Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose to go instead to a family dentist.

## **OTHER**

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

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

Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact your child's school.

## **INFORMATION IN EMERGENCIES**

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

## **THE PARENT FORUM**

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

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

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

## **GREENGAIRS PRIMARY PARENT PARTNERSHIP**

Parent Councils came into force on 1<sup>st</sup> August 2007.

The Parents of Greengairs Primary School and Nursery decided to name their parent council Greengairs Primary Parent Partnership. The Partnership was established in August 2007 and the constitution was circulated to all parents. Further copies are available at the school. The Head Teacher of the school is the professional adviser to the Parent Partnership.

The Parent Partnership is selected from volunteers for a period of one year.

Any Parent/Carer of a child at the school can volunteer to be a member at the AGM, held annually.

A minimum of four and maximum of 14 parents can serve on the partnership at any one time.

The Parent Partnership's rights and duties include:

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

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

All meetings of the Parent Partnership are open to the public. Notification of dates will be intimated to all members of the Parent Forum.

The Head Teacher has a right and a duty to attend all meetings of the Parent Partnership.

### **Cluster Vision Statement**

#### **“Standing Together We Are Great”**

Our cluster vision statement was created in partnership with all of our associated primary schools and an excellent example of pupils leading change in our school community. Pupils from Chapelside, Golfhill, Tollbrae, Victoria, New Monklands, Greengairs and Rochsolloch primaries worked with Airdrie Academy pupils to determine our shared cluster vision.

We work collaboratively to provide the best opportunities and outcomes for all of the pupils that we serve. Our vision shows that we put our young people and our community at the heart of everything we do. From age 3-18 we aim to ensure that all pupils are achieving their full potential in school and develop the skills to live a happy, healthy, and successful life.

We achieve this by:

- Success and resilience: Work your hardest to achieve your goals, never give up.
- Community: Feel included and include everyone. Have a positive impact on yourself and others.
- Active: Be active in lessons, at clubs, at home and in the community to achieve a healthy body and mind.
- Skills for work: Enquire, explore and problem solve. Find or create your dream job.

## **NAMES AND ADDRESSES**

### **Education and Families Manager (EFM)**

*Bee Hunter*

### **Cluster Improvement and Integration Lead (CIIL)**

*Sandra Campbell*

## **LOCAL COUNCILLORS**

Ms. Sophia Coyle  
Mr Alan Beverage  
Mr Richard Sullivan  
Mr Henry Dunbar

**c/o CIVIC CENTRE  
MOTHERWELL  
Tel: 01698 302366**

## **COMMUNITY LEARNING AND DEVELOPMENT OFFICE**

### **Airdrie CLD Locality Office**

Chapelside Community Centre  
Waddell Street  
Airdrie  
ML6 6DL

**Tel:** 01236 638538

**Email:** [CLD-Airdrie@northlan.gov.uk](mailto:CLD-Airdrie@northlan.gov.uk)

You can also get help and advice from:

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

Tel No: 0345 123 2303

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

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

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

**Children in Scotland – Resolve Mediation**

0131 313 8844 / 07955 788967  
resolve@childreninscotland.org.uk  
(Independent Adjudicator)

**Scottish Independent Advocacy Alliance**

London House  
20-22 East London Street  
Edinburgh  
EH7 4BQ  
0131 524 1975  
[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)  
[www.siaa.org.uk](http://www.siaa.org.uk)

**Reference to Additional Support Need Tribunal (Scotland)**

ASNTS  
Health and Educational Chamber  
First Tier Tribunal for Scotland  
Glasgow Tribunals Centre  
20 York Street  
Glasgow  
G2 8GT  
Helpline: 0141 302 5860  
[www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

**NHS Lanarkshire**

**Airdrie Health Centre**  
Tel No: 01236 772200  
Social Work Department  
Tel No: 01236 757000

**QUALIFYING STATEMENT**

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

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

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

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

