

*Holy Cross Primary School and Nursery Classes
School Handbook*



Learning with Love, Justice and Hope

2024-2025

CONTENTS

<i>Letter from Head Teacher</i>	3	GIRFMe	27-28
<i>Vision & Values</i>	4	<i>School Improvement Priorities</i>	29
<i>School Information/School Roll Statistics</i>	5	<i>Homework</i>	30
<i>Staff</i>	6	<i>Spiritual, Social, Moral & Cultural Values</i>	30
<i>Nursery Staff & Management Remits</i>	7	<i>Extra Curricular Activities</i>	31
<i>School Hours/ Alterations to Dismissal Times</i>	8	<i>Freedom of Information</i>	32-36
<i>The School Year – Holiday Arrangements</i>	9	<i>Child Protection</i>	37
<i>Enrolment</i>	10	<i>Positive Relationships, Antbullying</i>	38-39
<i>Transfer from Primary to Secondary Education</i>		<i>Playground Supervision</i>	39
<i>& Equal Opportunities</i>	11-12	<i>Home & School Links</i>	40
<i>Curriculum for Excellence</i>	13-16	<i>Attendance at School</i>	41-42
<i>English Language & Literacy</i>	17	<i>School & Community Links</i>	43
<i>Mathematics & Numeracy</i>	18	<i>Clothing & Uniform</i>	44-45
<i>Social Studies</i>	19	<i>School Meals</i>	46-47
<i>Technologies, Digital Learning, Science</i>	20	<i>Placing Requests</i>	48
<i>STEM, Expressive Arts</i>	21	<i>School Transport</i>	48-49
<i>Health & Wellbeing</i>	22	<i>JRSO</i>	49
<i>Rights</i>	23	<i>Medical & Health Care</i>	50
<i>Religious & Moral Education</i>	23	<i>Information in Emergencies</i>	51
<i>Other World Religions, Laudato Si</i>	24	<i>The Parent Forum</i>	51-52
<i>Additional Support Needs</i>	25-26	<i>Important Addresses</i>	52-53

A WARM WELCOME TO HOLY CROSS PRIMARY AND NURSERY

We hope you will find the information contained in this handbook of interest and that it will help you understand more about our school. Holy Cross Primary School and Nursery Class has a well-deserved reputation for providing high quality service to the community. Central to our success is our strong Catholic ethos, the commitment of our staff and our care for our children. The history of Holy Cross dates back more than 100 years, the present school building is in its 54th year. In 2007 the school was extended to include four new classrooms, a Nursery block and refurbished pupil toilets.

We aim to work in partnership with parents and carers, as by working together we will enhance the learning experiences for your child supporting them to develop intellectually, morally, physically, socially and spiritually. By ensuring both home and school promote the importance of learning and education we will achieve success for our children.

Holy Cross Primary has for many years enjoyed a well-deserved reputation of high educational standards. We provide a broad and balanced curriculum which allows each child to develop their knowledge and skills across their learning journey. We ensure that each pupil has the opportunity to develop a growth mindset to help foster a love of learning and an understanding that learning extends beyond school.

Our weeklong visit from Her Majesty's Inspectorate in March 2017 was very positive and highlighted our many strengths. A copy of the report, Summary Evidence and Summary of Inspection Findings is available on our website site <https://blogs.glowscotland.org.uk/nl/holycrossblog/> or at <https://www.education.gov.scot/inspection-reports/north-lanarkshire/8355428>

We have high but realistic expectations of our pupils, both in terms of working hard in class and life outside the classroom. We encourage our pupils to take care of their surroundings, to be helpful and polite and to consider the needs of others. We strive to ensure exceptional standards of care and welfare for all our pupils.

We hope that your child will be happy with us and will respond to the many opportunities for learning offered. If there is anything in this handbook you wish to discuss further, please do not hesitate to contact us. You can also keep up to date with what is happening in our school via our website <https://blogs.glowscotland.org.uk/nl/holycrossblog/>

Yours sincerely

Mrs M Murphy
Head Teacher

OUR VISION AND VALUES



Learning with Love, Justice and Hope

SCHOOL INFORMATION

Official Name: Holy Cross Primary School & Nursery Class

Address: Constarry Road
Croy
Glasgow G65 9JG



Telephone: 01236 632124

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

Head Teacher: Mrs Marie Murphy

Associated Secondary: Saint Maurice's High School, Cumbernauld.

Present Roll: 296 school and 64 Mixed model nursery

Planning Capacity: 434

Working Capacity: 405

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.

Nursery	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
64	35	32	45	45	52	44	43

Holy Cross Primary is a Roman Catholic co-educational school for girls and boys from 4 to 12 years of age. There are 12 classes covering all stages from Primary 1 to primary 7. In addition, we have a Nursery Class catering for 64 children this academic year, the Nursery Class is non-denominational.

TEACHING STAFF

At present we have 16.12fte teaching staff including the Head Teacher, a Depute Head Teacher and two Principal Teachers.

The number of teachers is adjusted each session according to the size of the school roll.

Class Teachers:

Mrs Aileen McCann	P1H
Mrs Kathryn Moran	P1C
Miss Shelly Mullen/Mrs Carolanne Lalley	P2
Mr Jonathan Mellon/Mrs Michelle Doherty	P2/3
Miss Megan McColl	P3
Mrs Lisa Marie McEwan	P4
Mrs Nicola Gillespie/Mrs Mary Clare McFarlane	P4/5
Mrs Gillian Lewis	P5
Miss Erin Quinn	P5/6
Mrs Jacqueline Doogan	P6
Mrs Stephanie McCulloch	P6/7
Mrs Victoria Anderson	P7
Mrs Carolann Lalley	Principal Teacher
Mrs Michelle Doherty	Principal Teacher
Mrs Bernadette Shaw	Depute Head Teacher
Mrs Marie Murphy	Head Teacher



School Chaplain	Cannon Tom White
Janitor	Mr Paul McGill
Senior Clerical Assistant	Mrs Linda O'Brien
Clerical Assistant	Kirsten Linton Natalie Smith
Classroom Assistant	Mrs Margaret Love
Additional Support Needs Assistants	Mrs Annette Martin, Mrs Helen Hopkins, Miss Leanne Holland, Mrs Gillian Cochrane, Mrs Anne Paterson, Mrs Nicola Lawler, Mrs Jennifer Martin
Catering Supervisor	TBC
Catering Staff	Mrs Janie McGinley, Miss Lynne Martin, Mrs Michelle Houison, Mrs Christine Crainie, Mrs Kathleen Burns, Kayleigh Roxborough
Cleaning Staff	Mrs Kathleen Burns, Mrs Christine Crainie, Charlene Kearney

NURSERY CLASS

Principal Lead Practitioners:	Mrs Joan Neilson and Miss Caroline Duggan
Lead Practitioner:	Miss Regan Binnie
Key Workers:	Miss Stephanie Brew, Miss Beth Hinshelwood, Mrs Alice McMillan,
Support Workers:	Ms Pauline McGlynn, Mrs Clair Cumming, Miss Ebony Costello and Miss Sylwia Wasilewska Vel Tiraskowska

All teaching staff are expected to work with classes for 22.5 hours out of the 25 hour class contact time. The remaining 2.5 hours is directed by the teacher and may include collegiate working, sharing good practice and reviewing programmes of study. In addition, a further 190 hours per annum is for planning, reporting, assessment, school development and further activities. There is then another 35 hours for self-directed professional development.

MANAGEMENT REMITS

NAME	POST HELD	MAIN DUTIES
Mrs M Murphy	Head Teacher	Overall responsibility for Nursery and Whole School Named Person and Child Protection Co-ordinator
Mrs B Shaw	Depute Head Teacher	Responsibility for Nursery, Early/First Level Pastoral Care for Nursery – P7, Additional Support for Learning, Health and Wellbeing, Literacy, Transition, Sacramental Preparation.
Mrs M Doherty	Principal Teacher	RERC, Probationer Mentor, Student Teacher Mentor Rights Respecting Schools, Maths, Play, MLPS
Mrs C A Lalley	Acting Principal Teacher	Enterprise, Assessment and Moderation

SCHOOL HOURS

School commences: Normal Hours 9.00-3.00pm

Normal Break time 10.30-10.45 and Lunch time: 12.15-1.00pm

Primary 1 attend on a full-time basis from August.



NURSERY CLASS HOURS

The morning session begins at 8.00am and finishes at 12.45pm, with the afternoon session beginning at 1.00pm and finishing at 5.45pm. Term Time starts 8.45am and finishes at 2.45pm.

ALTERATIONS TO DISMISSAL TIMES

Any alterations in dismissal times, a situation which very rarely arises, would be notified to parents by letter or email well in advance of the date proposed for early closure.

There can be, however, occasions when it might be necessary to dismiss children without prior warning, e.g. heating failure.

If such an emergency were to arise, every effort would be made to ensure that children reach home safely.



OUT OF SCHOOL CARE FACILITIES

Out of School Care is offered courtesy of the Peace of Mind Programme (POMP). Care is offered between 3.00pm and 6.00pm each school day. For details about the programme, please contact YMCA on 01236 721382.

The School Year 2024-2025 – Holiday Arrangements

August 2024

Monday 12 August 2024 (Return date for Teachers & In-Service Day)

Tuesday 13 August 2024 (In-Service Day)

Wednesday 14 August 2024 (Return date for Pupils)

September 2024

Friday 27 September and Monday 30 September 2024 (September weekend)

October 2024

Monday 14 to Friday 18 October 2024 (October Week)

November 2024

Monday 18 November 2024 (In-Service Day)

December 2024 - January 2025

Schools close at 2.30pm on Friday 20 December 2024

Monday 23 December 2024 - Friday 3 January 2025 (inclusive) Schools return on Monday, 6 January 2025

February 2025

Monday 17 February and Tuesday 18 February 2025 (Mid-term break)

Wednesday 19 February 2025 (In-service day)

April 2025

Schools close at 2.30 pm on Friday 4 April 2025

Monday 7 April- Friday 18 April 2025 (Inclusive)* Spring Holiday (Easter)

*Good Friday 18 April and Easter Monday 21 April 2025

May 2025

Monday 5 May 2025 (May Public Holiday)

Tuesday 6 May 2025 (in-service day)

Friday 23 May 2025 and Monday 26 May 2025 (May Weekend)

June 2025

Schools Close at 1pm on Wednesday 25 June 2025

ENROLMENT

During the month of January, details of registration and enrolment for children starting school in August will appear in the Local Press, our school website, NLC website and in Church Bulletins.

You must register your child in the school which serves your catchment area.

However, you may exercise your parental right and apply to enrol your child any in any school of your choice.

If you wish to enrol your child in Holy Cross please bring with you a copy of the child's Birth Certificate and evidence that you live within the school's catchment area.

Where appropriate, your child's Certificate of Baptism may also be produced at this stage.



Holy Cross Primary School offers an induction programme for parents which usually consists of one meeting during the months of June and a further two meetings in September. Our induction programme aims to:

- ✚ promote Holy Cross Primary as a centre of excellence
- ✚ inform parents of the day to day running of the school
- ✚ introduce parents to the Primary One programmes of study in all areas of the curriculum
- ✚ allow parents the opportunity to handle and sample the various resources used to implement the programmes of study
- ✚ involve and encourage parents to participate in the education of their children.

The Head Teacher of Holy Cross Primary will afford the teachers of the new primary one classes the opportunity to visit the local nursery school. In this way, the teachers will get to know the new pupils and so make transition for them much easier and smoother.

The Depute or Principal Teachers will visit pupils from local Nurseries before they start school. Our transition programme includes planned visits to our Primary 1 class from April to June prior to starting in August.

Children from other nurseries will be invited along for a series of visits before the Induction Day in June.

TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL

Pupils normally transfer between the ages of 11.5 and 12.5 years 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 of the new session.

Children normally transfer from Holy Cross Primary School to Saint Maurice's High School.

The details of Saint Maurice's High School are:

Head Teacher: Mrs Laura Moreland

Address: Saint Maurice's High School
Westfield
Cumbernauld
G68 9AG

Telephone: 01236 794845

Email: enquiries-at-st-maurices@northlan.org.uk.

Twitter: @St_Maurice_High



EQUAL OPPORTUNITIES

Equal Opportunities exist in all areas of the curriculum for all children. We seek to extend choice and opportunity for all pupils without discrimination. The school has a commitment to eliminate unlawful discrimination and promote equality of opportunity for and between different groups in line with the Equality Act 2010, the Service's Promoting Equality and Diversity Circular and the Council's Equality and Diversity Policy and Equality Strategy 2019 – 2024. The school is committed to ensuring its policies and practices do not impact adversely on any group(s) of people and opportunities to promote equality are actively pursued.

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

Equal Opportunities should, therefore, be the concern of everyone in the school and so we aim to:

- ✚ have a commitment to the promotion of equal opportunities from all staff, pupils and anyone associated with the school
- ✚ make the curriculum a vehicle of positive action for promoting equality and combating discrimination and prejudice
- ✚ be aware that each aspect of the curriculum has its own contribution to make
- ✚ ensure that this commitment to equal opportunities is reflected clearly in our ethos and in every area of our work.

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of our school to eliminate racial discrimination. The adoption of a multicultural and anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education. We recognise that support from the home is essential if these aims are to be achieved. Every child in Holy Cross has the right to be happy and secure at school.

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

WHAT IS CURRICULUM FOR EXCELLENCE?

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

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

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

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

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

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

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

What are the Curriculum for Excellence levels?

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

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

What is the Broad General Education?

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

Curriculum Areas and subjects

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

The 8 curricular areas are:

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

The Senior Phase

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

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

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

Personal Support/Career Planning

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

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.

How will my child's learning be assessed?

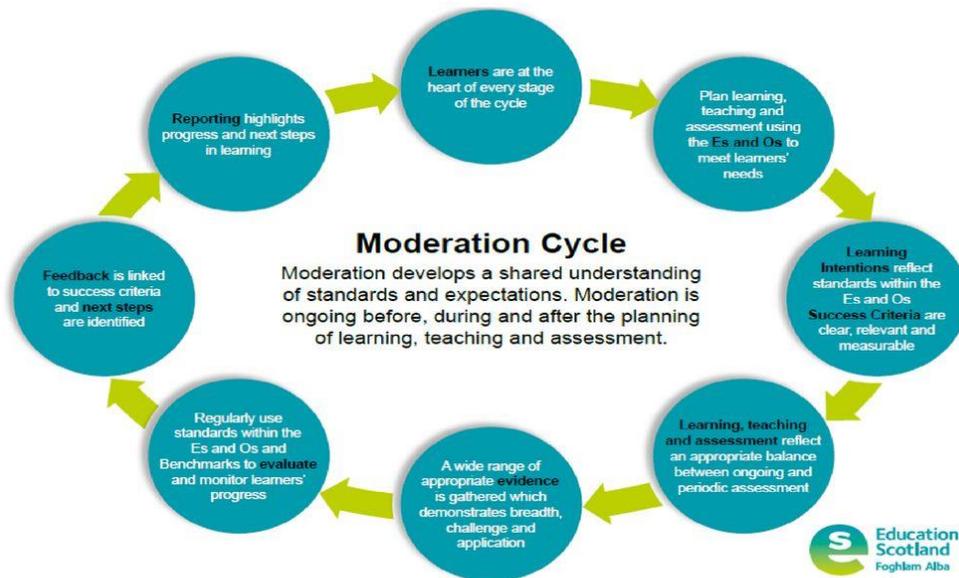
In playrooms and classrooms, staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing. Each year your nursery or school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high-quality education.

ASSESSMENT & MODERATION

Curriculum for Excellence has the potential to enable all learners to be better equipped for the changing world through gaining a wide up-to-date and relevant body of knowledge, understanding, skills, attributes and capabilities. This means that assessment needs to make use of a broad range of approaches, which match the nature of the learning and the way it was encountered. In Holy Cross there is a carefully planned blend of approaches to the kinds of evidence used for assessment as we think about: What can the children say? What can the children write? What can the children make? What can the children do? To demonstrate or show: What they know, what they understand, the skills they have acquired, the change that has taken place inside them and the ability they now have.

In Holy Cross we strive to ensure all staff know where students are within their learning; what feedback moves learners on and the knowledge that everyone involved is clear about the success criteria. There is also clear understanding of the potential impact from student peer assessment and student self-assessment. All staff have been trained in the use of 'Formative Assessment' strategies and children are regularly involved in discussions about their work and their attainment.

Engaging in the moderation process with colleagues from our cluster schools will assist practitioners in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level. Consequently, this resource will support the consistency of teachers' professional judgement, both locally and nationally.



WHAT WE HOPE TO ACHIEVE:

- ✚ our approaches to planning will be coherent around learning, teaching and assessment.
- ✚ our Curriculum will provide sufficient emphasis on active, enterprising learning approaches that encourage creativity and motivation.
- ✚ we will make clear to our learners what they are learning, what success looks like and what is expected of them. In so doing, we will provide sufficient high-quality feedback about how much and how well they have learned. We will ensure that our learners are involved in these processes.
- ✚ we will use the flexibility of Curriculum for Excellence to provide opportunities and pathways for all our learners including those with Additional Support Needs and those who require more choices and more chances to progress.
- ✚ we will ensure that the pace of learning provides challenge to all pupils by providing a variety of contexts, depth and challenge into the experiences and outcomes offered to them.

More information can be obtained from the school or from the Education Scotland Website: www.educationscotland.gov.uk

PARENT INTERVIEWS

Parents' Meetings are arranged twice each school year, usually in the months of October and May, to give parents an opportunity to discuss their children's progress. Other, less formal meetings are also arranged where the children's work is displayed and teachers are given the chance to explain and demonstrate various strategies and approaches to learning and teaching.

PROGRESS REPORTS

Written progress reports are distributed to parents twice each school year. A mid-session tracking report' is issued in the month of December and a final report is issued in the month of June. Parents and pupils are given the opportunity to comment on the written reports and to provide feedback to the teachers.

ENGLISH LANGUAGE & LITERACY

We aim to develop all four aspects of language i.e. listening, talking, reading and writing and each aspect is given equal emphasis. The following outcomes form the basis of A Curriculum for Excellence and are to be found in each of the aspects of language:

- ✚ Enjoyment and Choice
- ✚ Tools for Learning
- ✚ Finding and Using Information
- ✚ Understanding, Analysing, Organising & Evaluating
- ✚ Creating Texts

The Literacy and English framework promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team working skills which are so important in life and in the world of work.

All teaching staff in Holy Cross have been trained in the delivery of the Active Literacy Programmes which advocate that children need to spend time with literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment. The children experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children in all classes are immersed in literature and regularly read and respond to a variety of stimuli such as novels, poems, short stories, advertisements, signs, posters and blogs to name a few. To reinforce this further, children of all ages are actively encouraged to read in their spare time to broaden their awareness of authors and styles of writing.

Punctuation, spelling and grammar are integral features of the Active Literacy Programmes. Spelling is taught using a variety of active strategies, recognising phonemes and their different representations, and looking for ways to simplify the spelling of longer words by using different strategies. Children are reminded to apply previously learned spelling rules in all their written work.

MATHEMATICS & NUMERACY

In the Curriculum for Excellence, we will develop programmes of study that will enable us to provide opportunities for learning in the following areas:

-  Number Processes
-  Addition, Subtraction, Multiplication and Division
-  Fractions, Decimals & Percentages
-  Money
-  Time
-  Measure (Length, Weight, Volume, Capacity)
-  Data & Analysis

Teachers will balance the teaching of these outcomes in their long term and daily plans.

Our main Programme of Study is Heinemann Active Maths. This is supported with a variety of resources including Numbertalks and Numicon. We place great emphasis on children having a deep understanding of their learning and on their ability to apply their learning in real life contexts which will support them to use maths confidently in school and beyond. Children will have the opportunity to complete written work involving the use of workbooks and exercise books. This is only attempted after sufficient practical work and discussion have taken place. A variety of ICT resources are used to support learning including computers and iPads.

SOCIAL STUDIES

Through Social Studies, children in Holy Cross benefit from developing an understanding of the world in which they live.

Learning outcomes are developed in three main areas:

-  People, past events and societies
-  People, place and environment
-  People and society, economy and business.

The Social Studies area of the curriculum allows flexibility and choice for both teachers and pupils. It provides the opportunity for children and teachers to work together to plan challenging, engaging and enjoyable learning activities with scope for personalization and choice. Children have opportunities to work with different groups of pupils from their own class or with other classes in the school.

Researching and sourcing information is a large aspect of the Social Studies curriculum and children will do this in a variety of ways: by accessing the world-wide-web, reading information books, watching documentaries etc. This draws on many of the skills developed in other areas of the curriculum – in this case Literacy and ICT. Social Studies, by its nature, promotes the integration of skills from other areas of the curriculum, known as *interdisciplinary learning*.

At the end of a unit of work, the children are very proud of their efforts and achievements and this may involve a presentation or open afternoon to showcase their learning journey to others.

In conjunction with this, each class will take part in an educational outing at least once each year. All visits and excursions are carefully planned. Parents are usually invited to participate and assist in the organisation of such excursions.

TECHNOLOGIES

The key features of Technology are based upon the understanding of the design process and its use in society. This involves investigating ways in which Technology has met and is meeting human needs, affects lifestyles and environment, and shows how changing needs and values determine design criteria. Holy Cross is well resourced with a variety of equipment with which the children can experiment and develop their own ideas. Staff follow structured guidelines to ensure that technology has a firm place within the curriculum.

DIGITAL LEARNING

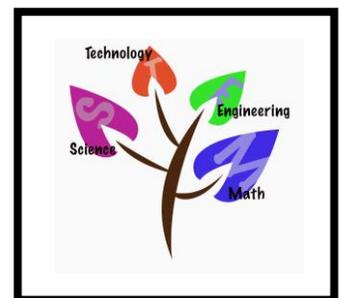
Digital Learning and Teaching is an integral part of learning and teaching at Holy Cross. All classrooms benefit from having the latest smartboard technology to enhance learning and the school. The aim is to ensure that children develop the skills and confidence in the appropriate use of digital technologies to support learning and skills for life and work in the 21st century. Digital technology empowers our learners to lead their own learning in creative ways. We continue to invest in a number of iPads to keep up to date with technological developments and to further support learning and teaching.

SCIENCE

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative, investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults.

The key concepts within the Science Framework have been identified using five organisers:

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



Different aspects of the Science Curriculum may be delivered as part of a class topic, or as a stand-alone, discrete programme of study. Children regularly go on science based educational outings and this has involved visits to the Science Centre and seashores.

STEM – Science, Technology, Engineering and Maths

STEM offers our pupils a rich, stimulating and challenging context for learning and developing the skills required for life and work in 21st century Scotland. At Holy Cross Primary, we have embedded STEM at all stages from Nursery to Primary 7. Children have been exploring and learning about STEM in interesting ways through interdisciplinary learning and focus weeks spread throughout the school year. We link our learning to the world or work and are supported by industry experts and parents who regularly visit and support pupil learning around STEM topics. Holy Cross Primary is also a Young STEM Leader Centre which is developing pupils as leaders of learning across the 4 capacities.

EXPRESSIVE ARTS

The Expressive Arts encompasses Art, Drama, Music and Dance. These subjects are taught by class teachers and assisted, when possible, by specialist teachers. The Expressive Arts curriculum allow children to explore the creative and aesthetic dimensions of their development.

Teachers make every effort to integrate these subjects with other areas of the curriculum, as well as provide lessons to develop the skills in each of the areas.

In the course of the school year the children enjoy at least one performance by professional theatre groups, either in school or at nearby theatre to augment the Music and Drama curricular. The children themselves are usually involved in at least one performance for their parents and families this usually takes place prior to the Christmas holiday.

Specialist teachers and our Active School Coordinators provide additional support in instrument tuition and sports development.

We make every effort to afford equal opportunities for boys and girls in all these areas.



HEALTH & WELLBEING

Health & Wellbeing is a crucial part of the school curriculum and is distinct in its delivery. The school uses Healthy Schools and the Ice Pack which is a framework to guide the teaching and planning, tracking & monitoring and evaluation of Health and Wellbeing education throughout the school year. In addition aspects of PAtHs, Folens plus supplementary material is used to meet the outcomes of a Curriculum for Excellence. The Health & Wellbeing Curriculum is integrated with Literacy, Numeracy, R.E., Sciences and Technology.

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

The Health & Wellbeing framework is structured into six organisers:

-  Mental, emotional, social and physical wellbeing
-  Planning for choices and changes
-  Physical education, physical activity and sport
-  Food and Health
-  Substance Misuse
-  Relationships, sexual health and parenthood.



Children will experience certain aspects of health and wellbeing through focused programmes, for example in personal and social development, or by drawing on the expertise of others to support the delivery of certain information, for example, substance misuse. Our School Nurse, Dental health Team and Community Police support different aspects of the Health & Wellbeing curriculum. Parents, Grandparents, local groups, businesses and other agencies support our Health Week. We work closely with our Active School Co-ordinator.

The school follows a focused skills-based development programme for Physical Education, with every class having two hours of physical activity each week. We have a spacious, well-equipped gymnasium, which is fully timetabled and we participate in the North Lanarkshire Active Schools programme. In addition, there is a wide variety of physical activities available to children in Holy Cross, and the following classes, supported by coaches from NLC, volunteers from the local community, parents and members of the teaching staff take place within and out with the school day: FUNdamentals, cross country, football, Gaelic football and chess. The annual school sports day is well supported by parents and the wider community.

Life is full of choices and the children are encouraged, with open enquiry, to make decisions which are right for them and in a way, we are building skills of reasoning which the children will use in their life-long learning.

RIGHTS RESPECTING SCHOOLS AWARD - GOLD

Holy Cross is committed to ensure children learn about their Rights in a way that ensures they respect the rights of others including children and adults. The RRSA (UNICEF) recognises this commitment. We are currently a GOLD Rights Respecting School within the RRSA programme. It is granted by Unicef UK to schools that show good progress towards embedding children's rights in the school's policy, practice and ethos.

RELIGIOUS & MORAL EDUCATION

Religious and Moral Education is provided through the medium of 'This Is Our Faith' Religious Education Programme. To support relationship Education, pupils follow the God's Loving Plan programme.

The Curriculum for Excellence develops experiences and outcomes in areas such as:

-  Mystery of God
-  In the Image of God
-  Revealed Truth of God
-  Son of God
-  Signs of God
-  Word of God
-  Hours of God
-  Reign of God
-  Other World Religions; beliefs, values and issues, practices and traditions

The programme is further supplemented in Primary 3 and in Primary 4, when the Sacraments of First Reconciliation (Primary 3), First Holy Communion (Primary 4) and Confirmation (Primary 7) are studied and conferred respectively.

The Religious Education of our children is a partnership between the home, the school and the Parish. Your role as parents/carers is the most important of the partnership because it is your example which will have the most lasting effect on your children.

In school, there are periods of Religious and Moral Education every day, and it is our aim to reinforce this through attitude and example in our daily lives. We encourage children to care, share and show consideration for others, and to be aware of their needs.

OTHER WORLD RELIGIONS

Our children are also offered a well-constructed course of study in the traditions, customs and cultures of the major Other World Religions. The main religions taught are Islam and Judaism, although other religions are highlighted as they arise and as part of the school's assembly themes. Where appropriate visits to various religious buildings. Children are encouraged to respect others of different faiths and none.

LAUDATO SI

Laudato Si aims to meet the Holy Father's goal of creating an Ecological Education within the school environment. At Holy Cross we have accepted the Holy Father's invitation to 'Change for Good'. He asks us to love God, look after each other and protect the world.

We aim to respond to the Holy Father's letter and his call to be stewards of God's creation. Laudato Si challenges us to unite together and care for our common home, earth. While much of this learning will be closely connected to our Religious syllabus This Is Our Faith, at Holy Cross we recognize that Ecological Education has a role to play in all areas of learning; classroom, outdoors, whole school activities, community ventures, relationships and even social occasions can all be 'Changed for Good'. We hope to achieve this in 3 ways: LEARN-PRAY-ACT.



ADDITIONAL SUPPORT NEEDS

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

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 has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council Guidelines.

In Holy Cross Primary School we are committed to this policy and to the entitlement of every child to receive additional support as required and feel included, involved and valued. Children are recognized as having additional support needs when they require additional support, long or short term, in order to help them make the most of their school experience. This additional support is not just linked to support offered within education. Children may require additional support from health, social work and/or voluntary agencies.

The school's Additional Support Needs policy outlines strategies for offering support based on a staged intervention model and the Scottish Government's initiative 'Getting It Right For Every Child' (GIRFEC). See link for further information <https://www.girfecinnl.com/>

Staged intervention is a framework to determine the most appropriate and least intrusive level of support for a child with additional support needs.

The school's Depute Head Teacher coordinates support for learning within the school. She works closely with parents and links in with all parties involved, to meet the needs of your children.

If a Class teacher has any concerns about a child, a Stage 1 'Request for Assistance' form will be completed and contact will be made with the child's parents. Together, parents and relevant staff will discuss the child's progress to date, outline the barriers to learning and share ideas on the best strategies and interventions to help the child move on. The child will be monitored closely and parents will be kept informed of their child's progress on a regular basis.

This planning framework is reflected in GIRFEC as most children and young people are supported by the class teacher at Level 1 of the staged intervention framework (Universal Service). For some children and young people consideration needs to be given as to whether consultation, advice or direct support from education services out with the school or establishment is required at Level 2 of the staged intervention framework. Systems should be identified to ensure that support is appropriate and planned and that any duplication is avoided. It is important to ensure that there is a clear record of chronology of interventions and support sought for a child or young person in order to inform discussions, single agency discussions at levels 1 and 2 and multiagency discussions at levels 3 and 4 of the staged intervention framework, and that these discussions are supported by the appropriate planning documents, e.g. all assessments, analysis of wellbeing, Getting it right for me plan, Coordinated Support Plan (CSP), Health Care Plan, all requests for assistance, chronology and the views of the child or young person.

It is the policy of the school to inform and involve parents when their child is having difficulty, and to enlist their cooperation in encouraging and assisting children with their difficulties. Parents are invited to the school at various intervals to discuss their progress.

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. Mrs Marie Murphy is the school's coordinator for 'Looked After Children', and she will provide the necessary information for teachers and carers to ensure the children's needs are continually met. Mrs Murphy will also attend Review and JAT Meetings on the school's behalf.

In Holy Cross we recognize that collaboration is a key element in this process. This collaboration involves:

- ✚ Teachers and other staff working together to support and involve children in their learning;
- ✚ Staff sharing information and strategies to ensure children get the most from the learning experiences and educational opportunities;
- ✚ An active partnership with parents where they are fully involved, informed and are active participants in the process.

If necessary, we may call on the fruitful partnerships we have with a range of agencies including Psychological Services – the school's Educational Psychologist is currently Giselle Rothenberger– Social Work and a range of Health Agencies including Speech & Language, Occupational Therapy, Physiotherapy – to name a few.

GETTING IT RIGHT FOR ME PLANS

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

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

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

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

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

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

Dispute Resolution

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

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

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

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

You can also get more help and advice from:

Enquire

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

Tel No: 0345 123 2303

Email: info@enquire.org.uk

Enquire

Children in Scotland

Thorn House

5 Rose Street

Edinburgh EH2 2PR

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

Children in Scotland - Resolve Mediation

Tel No: 0131 313 8844

Email: resolve@childreninscotland.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chamber

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk

SCHOOL IMPROVEMENT PRIORITIES

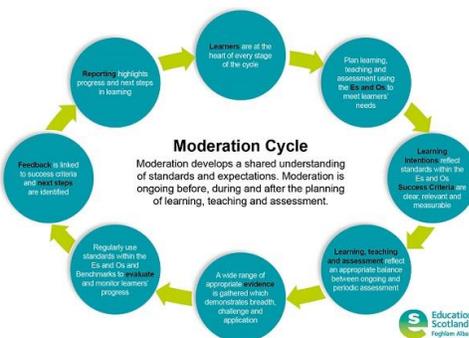
During session 2023/2024 our School Improvement Priorities are

Priority 1

By February 2024 Finalise current refresh of Curriculum Rationale which reflects the Gospel Values and commitment to UNCRC Article 29 at Holy Cross, with particular focus on high quality RERC experiences through staff CLPL and increased parental engagement to ensure attainment and achievement for all learners.

Priority 2

By June 2024 refresh approaches to Assessment and Moderation will ensure all Learners will receive consistent high quality feedback to improve attainment across Reading.



Nursery Priority

By June 2024 Clear progression in STEM learning outdoors to ensuring rich experiences leading to greater independence and greater use of problem-solving skills for all learners.



HOMEWORK

The school policy regarding homework is that it should be a vehicle towards effective parental involvement and partnership. In this way the parents will become more informed as to the nature and breadth of the work the children are involved with in school. Homework is made accessible for all students.

It is important that the amount of homework is within reason and suited to the age and ability of each child. Normally, homework activities should last around 20 - 30 minutes. Homework is accessible via Class Teams within GLOW. (online secure platform for North Lanarkshire Schools) Homework is available in printed copies for anyone who doesn't have access online.

Homework might be set as follows:

- ✚ preparing and practising reading
- ✚ revising tables, number facts, number operations
- ✚ learning spelling patterns and rules
- ✚ revising language and grammar skills
- ✚ carrying out simple research tasks
- ✚ a project relating to learning in Social Subjects or Science



SPIRITUAL, SOCIAL, MORAL & CULTURAL VALUES

'Catholic schools are communities of faith and learning whose educational vision is based upon the teachings and values of the Catholic Church. Catholic schools aim to help all students to develop fullest potential, preparing them for life, informing their minds and forming their characters so they can contribute with others, and above all with God, to the transformation of the world'. (This Is Our Faith)

The aims of our Religious Education Programme are:-

- ✚ to deepen the children's faith and to help them become aware of God's presence in their lives.
- ✚ to deepen the children's understanding of their membership of the Catholic Church, especially in relation to the Sacraments they receive during their primary school years.
- ✚ to provide opportunities for our pupils to give living witness to the faith by doing works and contributing to the life of the wider community in a useful and caring way.
- ✚ to help children to experience faith through prayer, the liturgy and sacraments, and where appropriate link to the liturgical year of the church.
- ✚ to promote home, school and parish links.
- ✚ to lead pupils to a knowledge and understanding of other Religious traditions.

The concept of right and wrong is not merely confined to actual religious instruction lessons but is constantly brought to their attention throughout their entire period of attendance at school.

Parents/carers from ethnic minority religious communities may request that their children be permitted to be absent from school 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.

From Primary One, pupils are involved in the Relationships and Moral Education programme.

In Holy Cross, as a Catholic school, learning about how life begins, about our hopes and aspirations, about our relationships with others and about our ultimate destiny are all predicated on our belief in Jesus Christ and our values which are grounded in the Gospel. The school has very close links with the parish of Holy Cross, and the Parish Priest, Father Joseph Sullivan, is a frequent visitor in our classrooms. Father Sullivan is always delighted to organise class Masses and to enable the children to fulfil their obligation on Feast Days. As a school we also attend Church on the First Friday of every month for Holy Mass. Visit www.holycrosscroy.com for more information on the Parish of Holy Cross, Croy.



EXTRA CURRICULAR ACTIVITIES

We offer a wide variety of out of hours football, athletics, chess, gardening, Gaelic Football, FUNdamentals, ICT, and dance clubs after or during school hours.

It is hoped that all sporting clubs will join leagues, whereby greater links will be forged with schools both local and afar.

The Athletics Club, for example, participates in events organized by North Lanarkshire Council.

The football club participates in some festivals organized by the council and sporting bodies alongside playing in local tournaments and matches with local schools. The Sports Hub across from the school is used for matches on a regular basis, we are very fortunate to have such a great facility.

The Chess Club participates in local tournaments within and outwith North Lanarkshire and on a National Level.

It is hoped that the school will, on a regular basis, contribute to the various exhibitions and competitions which are organized locally throughout the year. Parents will be informed of these well in advance.

FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted at : 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, and Families is located in Civic Centre, Motherwell ML1 1AB

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

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

Legal basis for using your information

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

Your personal information

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

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

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

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

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

How will we use this information?

Your personal information will be used:

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

Who do we share information with?

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

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

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

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

How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on 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
<p>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.</p>
Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to AITeam@northlan.gov.uk

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

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government

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

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

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

Why do we need your data?

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

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

Your GDPR rights

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

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

Further details are available on:

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

Any Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write 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.

Child Protection Co-ordinator is: Marie Murphy 01236 632 124.

Adult Protection

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

Adult Protection Co-ordinator is: Marie Murphy 01236 632 124.

POSITIVE RELATIONSHIPS POLICY

'I have the right to an education which develops my personality, respects the rights of others and the environment' UNCRIC, Article 29

This policy replaces our Positive Behaviour policy and reflects our commitment to understanding and supporting all of our children as they learn and grow at Holy Cross.

Building and nurturing positive relationships is key to the development of our children. Investing time at the beginning of term in prayer and through the development of class charters in all classes ensures everyone has a clear understanding of their contribution to our caring ethos at Holy Cross.

Star Pupils, Cool Class prize and a House Point System all recognise and celebrate children's individual and collective positive behaviour and achievement. Teachers praise and encourage children in class regularly and recognise their achievements with feedback on work and behaviour across all areas of learning.

At Holy Cross all adults understand:

- ✚ All behaviour is communication
- ✚ Children are learning how to behave in ways that reflect love, justice and caring for themselves and others as they grow and mature.
- ✚ Actively listening without judgement supports relationships.
- ✚ Children respond to consistent respectful behaviour displayed by adults.
- ✚ We all make mistakes and need to learn from them in a safe, respectful environment.
- ✚ Repairing and rebuilding relationships is an important skill for children to learn.
- ✚ Our practise is supported by our knowledge of Attachment, Child development and our increasing awareness Adverse Childhood Experiences(ACES)
- ✚ Every child in our care deserves the very best possible experience.

Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.' John 13:34-35

Class Charter

Class charters

As a Catholic and Rights Respecting school, all classes develop a Class Charter; a set of standards and expectations which will support a happy, productive learning environment for all. This is based on gospel values and articles from the United Nations Convention on the Rights of the Child (UNCRC). The staff and children co create this then sign up to adhere to the charter across the school year. The charter also forms the basis for reflection on behaviours and actions which impact negatively on individuals and on others in the class.

Supporting behaviour

Understanding behaviour as communication ensures adults at Holy Cross can effectively support a child when their behaviour impacts negatively on themselves and/or others.

Anti Bullying Policy

At Holy Cross we aim to live by the Values of the Gospel. We promote an anti bullying culture which encourages pupils and staff to speak out when they feel bullying is taking place. Bullying has no place at Holy Cross and we will work closely with pupils and their parents to ensure that everyone here is treated with Respect and Dignity. Bullying is never acceptable and will not be tolerated. Our policy is in line with (NLC's Promoting Positive Relationships: Respect for All: Anti Bullying Policy (May 2019)

PLAYGROUND SUPERVISION

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

Our janitor, classroom assistant and special needs assistants provide the adult presence in all play areas of the school.

On occasion, when the weather is wet or extremely cold, the pupils are allowed to remain within their classrooms. When this happens groups of classes are supervised by an adult – the adults include the Janitor, the Classroom Assistant, the Clerical Staff and the Special Needs Assistants. Senior, Primary 7 pupils assist with the supervision in the role of 'Wet Play Monitors'.



HOME & SCHOOL LINKS

We feel that co-operation between the home and the school is essential for the whole wellbeing of the child.

We will be delighted to discuss the behaviour and progress of our children with their parents at any time. It is, however, always advisable to telephone the school to arrange a specific time for discussion in order that the Head Teacher can make alternative arrangements.

As aforementioned a series of Parents' Meetings are arranged so that parents can discuss curriculum development and their children's progress. It is the intention of the school to have 'workshops' for parents to enable them to have a greater understanding of their children's learning programme and in this way be more supportive in their education.

Parents can also further support children and the wider work of the school through volunteering and as part of our Parent Council.

At the annual Sports Day, discos, Christmas Fayres and Toy Sales parents are most welcome to join in the fun and lend a helping hand. All information on these and other activities is conveyed to parents via email or a letter taken home by the children.

During the year the children enjoy various educational outings and visits. Parents have proved a tremendous help to the teachers on these occasions. We welcome this help and involvement and feel it is very important to the home and the school. Available information on local clubs and events, school events etc. is displayed on noticeboards.



ATTENDANCE AT SCHOOL.

Section 30 of the 1980 Education Act places a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc., Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: As defined by the Scottish Government.

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

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child and may result in the school sending a text message. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted. Parents are also asked to inform the school by letter, parent portal or telephone if their child is likely to be absent for some time, and to give the child a note on his/her return to school confirming the reason for absence.

Parents of children attending the Nursery Class are also asked to inform the nursery on the first day of absence and to maintain contact with the nursery should the absence continue beyond two days. If the Nursery staff do not receive information, parents will be contacted to ascertain how long the absence is to be expected and to agree a return date for the child,

FAMILY HOLIDAYS DURING TERM TIME

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 but will always be recorded. 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.

No child is allowed to leave the school during school hours without the permission of the Head Teacher. Therefore, if it is essential for your child to leave class e.g. for doctor, hospital or dental appointment, an explanatory letter or the appropriate card should be sent in and the child collected from school.

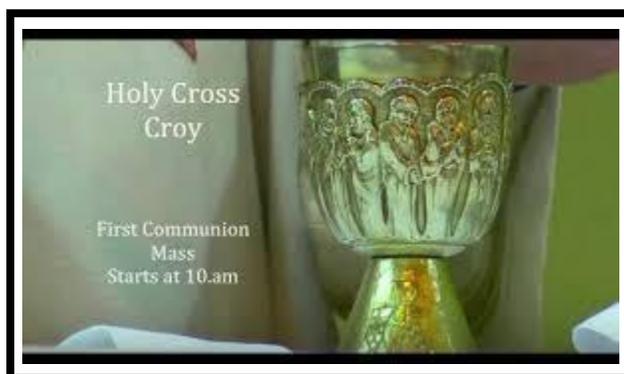


SCHOOL & COMMUNITY LINKS

The school is an integral part of the community and we encourage the children to realize that they are members of that community and have a duty towards it.

Co-operation between school and community has always been of a very high standard and it is to be sincerely hoped that this will continue to flourish. It is the aim of Holy Cross Primary School to forge and maintain links with all those who help our children in any way; the health service, the dental service, the psychological service, the social work department and the police.

The parish of Holy Cross is an important influence in the lives of our children and families. Cannon White is a regular visitor to our school, always eager to assist teachers with the spiritual development of our pupils. Regular meetings are held to discuss important religious events, such as First Reconciliation, First Holy Communion and Confirmation.



We have very good links with local businesses and groups including Croy Community Hub, Tesco Craigmarloch, Justice and Peace Group and North Lanarkshire Active Schools.

Various other members of the community visit to explain and promote their function to the children.

All these links are important in forming the character of the children and encouraging them to become a caring and active member of society.



CLOTHING & UNIFORM

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

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

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

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from the Council website [Free school meals and clothing grants | North Lanarkshire Council](#)

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

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

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

In Holy Cross Primary School, our uniform consists of grey trousers/skirt/pinafore and white shirt with a grey jumper/cardigan. Ties are available to order from the school office.

SCHOOL MEALS

The school operates an iPayimpact system, whereby the payment system gives you a more convenient and flexible way to make payments online. By making cashless payments online, you know that your money has reached the establishment safely, you can check your account at any time. Children can purchase a two-course hot meal or select from a variety of packed lunches comprising sandwiches, fruit, yoghurt and milk. A price list and lunch menu is available on the NLC website and any changes will be notified well in advance.

The menu choice runs in a four-weekly cycle. Parents of our younger children should discuss with them each evening what they should select the next day. Our Cafeteria Staff will try to ensure that each pupil selects a well-balanced meal. You will find the menu here <https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/meal-menus/primary-school-menu>

Primary 1 – Primary 3 pupils enter the cafeteria at 12.00pm each day, with classes P4 – P7 following on at 12.15pm. Provision is made for the consumption of packed lunches on the premises, although parents are encouraged to make full use of the excellent menus and special diets on offer.

Before the end of June, the parents of our new Primary One pupils are invited to come along and have lunch with their children. In this way they will see for themselves the high standard and excellent quality of food provided.

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.

The availability of special diets:

Diets required because 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 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.

A vegetarian meal option is offered daily.

Occasionally, parents or carers 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. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £610 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. All nursery pupils are entitled to free milk.

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk and are available in first stop shops.

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (income below £610 per month), housing benefit and council tax rebate.

Information and application forms for clothing grants may be downloaded from the council website www.northlan.gov.uk and are available in first stop shops. From September 2020, 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), will be entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more, will receive a free meal as part of the Early Learning and Childcare entitlement. Snacks are provided in nursery daily.

BREAKFAST CLUB

A supervised Breakfast Club runs each morning from 8.15am until 8.50am. Again, healthy breakfast options are available at very reasonable and discounted costs.

Breakfast consists of:

- cereal
- milk
- fresh juice
- toast

Cost of £1. All P1-5s can receive breakfast FREE of charge

PLACING REQUESTS

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

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

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

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

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

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

Parents/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 are 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.

SCHOOL TRANSPORT

GENERAL

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

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

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

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

Pick-up points

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.

ROAD SAFETY

Holy Cross promotes Road Safety through their Road Safety Education programme. Holy Cross also has Junior Road Safety Officers in P6 and P7. Parents and teachers have complementary roles in road safety education. While teaching staff can inform children about road safety, it is parents who have most contact with their children and can revise points made in class and set them a good example.

You can help avoid accidents by driving slowly near the school - remember '20's Plenty' - and by parking away from the zig-zag lines. These have been put down to provide a clear area for the school buses to turn. In addition, car users are not permitted to enter the school grounds. Parking spaces are restricted for staff.



MEDICAL & HEALTH CARE

Medical care is in the hands of the Lanarkshire Health Board. Primary one pupils are medically examined during their first year. It would be of advantage both to the school and to you as parents to provide the school with any information regarding specific medical requirements for your children and with the name, address and telephone number of an emergency contact should you not be available when it becomes advisable because of illness or accident to send a child home. Any allergies must be reported and necessary paperwork completed. Minor disorders will of course be attended to by available staff in school.

The school will provide more detailed guidelines in medical and health care and each session you will be asked to complete a questionnaire and form with regards to your child's details and medical requirements. The head teacher should be informed of any child who is required to take or have on his person any form of medication during school hours. Again, a form requesting such information will be administered for completion at the beginning of each session.

Every year there will be the opportunity for the children to receive the flu vaccination. In addition P1 and P7 children will have dental checks.

If a child is unable to attend school because of prolonged ill-health, North Lanarkshire Council must make special arrangements for the child 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 Council Education Department and Social Work Services. For further information, please contact the school.

NHS LANARKSHIRE

Cumbernauld

Kildrum Health Centre: 01236 721354

Craigmarloch Medical Centre: 01236 737214

Kilsyth

Kilsyth Medical Partnership 01236 801677

SOCIAL WORK

Cumbernauld 01236 638700

INFORMATION IN EMERGENCIES

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

THE PARENT FORUM

As a parent of a child at Holy Cross 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.

THE PARENT COUNCIL

We have a very active Parent Council which serves both School and Nursery. We welcome new members and those who wish to help at our events. We will advertise when meetings/events are being held through emails and newsletters.

Our current Parent Council Members are:

Chair -	Claire Campbell
Vice Chair -	Lillias Malley
Treasurer -	Mary McCann
Secretary -	Catherine Green
Professional Advisor -	Marie Murphy

Our parent council can be contacted via email parentcouncilholycross@gmail.com or by handing a letter into the school office.

The Parent Council'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; and
- ✚ receiving an annual budget for administration, training and other expenses.
- ✚ Improving home school partnership and facilitating parental involvement

A Parent Council Constitution has been formulated in consultation with staff and parents. It is available from the school and is on display in each of the school buildings.



IMPORTANT ADDRESSES

EDUCATION AND FAMILIES

Alison Gordon - Chief Officer of Education and Families

Education Headquarters

North Lanarkshire Council

Civic Square, Motherwell

ML1 1AB

Barry Smedley - Chief Officer (Education North)

Community Learning and Development

Kildonan Street

Coatbridge

ML5 3BT

01698 403200

Councillor for the School

Jean Jones

Heather Brannan McVey

Denis Johnston

Councillors whose Ward covers part of the school's Catchment

D Ashraf

C Barclay

G Currie

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

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

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

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