



Dear Parent/Carer,

We welcome all our new pupils, their parents, families, and carers. We hope that you and your child will enjoy being part of our school and parish community throughout their time in Holy Family Primary and Nursery Class.

We aim to work in partnership with parents and carers and we encourage you to take a positive role in the education of your child. In partnership we can work together to make sure your child achieves their full potential within an environment of faith, learning, encouragement, and mutual respect.

We welcome your views and ideas. Should you wish to speak with any member of staff please call the school office to speak to the appropriate person or make an appointment for a mutually suitable time. You can follow all our learning through the school website.

Yours sincerely

Mrs Angela Harley
Head Teacher

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Holy Family Primary School Curriculum Rationale

We are in the process of updating this Curriculum Rationale as part of our current improvement journey.

October 2017

In Holy Family Primary School, we are striving to deliver a curriculum fit for the 21st century which will empower all of our learners with the necessary skills and attributes to develop as lifelong learners enabling them to reach their full potential. Curriculum for Excellence envisages learning taking place across four contexts: Curriculum Areas, Interdisciplinary Learning, Ethos and Life of the School and Personal Achievement. The purpose of the curriculum is to ensure that all children become Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens.

We are committed to raising attainment by ensuring high quality learning and teaching experiences for all children in our school by developing skills for learning, life, and work with a continuous focus on the key National Improvement Framework priorities of Literacy, Numeracy and Health and Wellbeing.

Every school is unique and in Holy Family we have a wide range of expertise within our staff team, parent body and local community which we are committed to utilising to offer all our children the best learning experiences.

After consultation with parents, pupils, and staff we have highlighted that within Holy Family as part of our school curriculum our children will learn and develop in a variety of ways.

Curricular Areas/Interdisciplinary Learning

As a Catholic school we will continue to develop as a community of faith and learning providing the highest quality of education through promotion of the Gospel Values, celebration, and worship. We will do this using “This is our Faith”, “God’s Loving Plan” and “The Catholic School Developing in Faith”. We will continue to participate in the Pope Francis Faith Awards and Parish led sacramental retreats.

A key element to our numeracy and mathematics curriculum will be the promotion of mental agility to develop pupil confidence and accuracy. These skills will be promoted using Number Talks to enable the children to discuss strategies and use mathematical language to do so. We believe that this will aid development of the necessary skills for achievement of success now and in the future.

Literacy is a key element of our curriculum that is necessary to access all other curricular areas effectively. We will focus on this through the structured framework of the NLC active literacy and our own grammar programme. In partnership with Cardinal Newman High School, we will continue to focus on reading, writing and comprehension skills to ensure we are equipping our learners with these fundamental skills.

Health and Wellbeing in all its formats of social, mental, and physical health are keystones without which we cannot create a learning environment conducive to strong personal attainment. We place great importance upon this and nurture our

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pupils through learning about how we can take care of our own health needs and support those of others. We will achieve this through systematic investigation of the shanarri indicators within the framework of the HEALTHY initiative thereby ensuring depth and progression of learning across all stages of the school.

Advances in technology ensure our learners need to be skilled and knowledgeable users of digital technologies. As well as teaching digital and ICT skills we will encourage children to apply these skills creatively in response to challenges and relate these experiences to the same challenges they will face in the world of work. As we embed a 1+ 2 Approach to Modern Languages across the school Spanish will be taught Primary 1 – Primary 7 as our second language and French will be taught Primary 6 – 7 as our third language.

As we learn about Scotland we will focus on the history of Scotland and the history in terms of industry and immigration of our local town Bellshill. We will learn about our Scottish heritage and the role of famous Scots at key points in our history as part of our studies. We will learn about Scottish politics and engage in opportunities to visit the Scottish Parliament and learn more about the election process, democracy, and government.

Personal choice will be a key element of our interdisciplinary learning.

Ethos and Life of the School/Personal Achievement

We will continue to develop leadership skills in all of our children as we embed pupil voice by involving all children in whole school thinking circles. All learners have the opportunity to stand for election to committees and we hope to introduce House Assemblies led by House Captains and Vice Captains. Senior pupils will have further opportunity to lead lunchtime clubs as we introduce Sports Leaders and paired learning will continue to be developed during lunchtime and after school. All pupils will have more opportunity for personal achievement as we offer increased opportunities for after school clubs focusing on a wide variety of areas from sport to creative arts and cooking.

Learners will further develop critical thinking, independent learning, problem solving, and decision-making skills through our Technologies Programme, STEM Projects and participation in local and cluster team events.

Children will continue to have a wide range of opportunities throughout the school to develop skills for learning, life, and work as we further develop our school approach to “Developing the Young Workforce”. We will do this by continuing to develop our existing 2-day programme for our Primary 5 – 7 pupils and involving these learners in our World of Work interview sessions. We will work in partnership with our parent body, local businesses, the local community and NLC business partners to provide monthly assembly input and workshops to develop this further. We will continue to seek opportunities for enhanced community involvement in all aspects of our school life. We will continue to reflect as a school community on this curriculum rationale on an ongoing reflective basis.

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School Information

School Name: **Holy Family Primary School and Nursery Class**

Address: Hope Street,
Mossend
North Lanarkshire ML4 1QA

Telephone: 01698 274967 Fax: 01698 749434

E-mail: enquiries-at-holyfamily@northlan.org.uk

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

The school hours are as follows

School starts: 9.00am
Morning Interval: 10.30am – 10.45am
Lunch Break: 12.30pm – 1.15pm
School closes: 3.00pm

Holy Family school is a denominational school serving the village of Mossend. At present the school has a roll of 173 pupils from P.1 – P.7. We also have a nursery class of 40. (Please note that P1 children are now in for a full day from the start of term). The current planning capacity is 342. Parents should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Our associated Secondary School is Cardinal Newman High School, Main Street Bellshill, ML4 3DW. Telephone 01698 274944.

Our out of school care is provided by:

Mossend and Bellshill Y.M.C.A. 01698 843560 (Before and after school service)

COMMUNITY FACILITIES:

Letting procedures: -

It is Council Policy that school accommodation be made available out with school hours for use by the community. Such use by groups, clubs etc. will be in accordance with the approved letting procedures and enquiries should be directed to the area community education officer at the area office.

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STAFF

Head Teacher:	Mrs Angela Harley
Principal Teacher:	Mrs Ann Le Blond
Principal Teacher:	Mrs Gillian Nixon
School Chaplain:	Father Krzysztof Garwolinski

Teachers:

Mrs Simpson: P1	Miss Murphy/Mrs Byrne: P5
Mrs Gilfedder: P1/2	Mrs Anderson: P5
Mrs Daisley/Mrs Cooney: P2/3	Mrs Preston: P7
Mrs Stevenson: P4/5	Mrs Speirs: NCCT/Support
Mrs Cook :	

Office Staff:

Mrs Dillon	Senior Clerical Assistant
Mrs Crawford	Clerical Assistant

Support Staff:

Mrs Crawford	Classroom Assistant
Ms Goldie	A.S.N Assistant/ Classroom Assistant
Mrs Walker	A.S.N Assistant
Mrs Cameron	A.S.N Assistant

Janitor:	Mr Meek
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Cleaning Staff:

Mrs McAulay (Supervisor)

Dining Staff:

Mrs Stirling (Supervisor)
Mrs Keys
Mrs Watson

Nursery Staff:

Mrs Amy McDougall	Lead Early Learning Practitioner
Mrs Cheryl Jepson	Early Years Keyworker
Mrs Simeen Abdullah	Early Years Keyworker
Miss Jacqueline Laverty	Early Years Keyworker
Ms Jillian Leckie	Early Years Keyworker
Ms May McDonald	Early Learning and Childcare Support Worker
Mrs Margaret Hamill	Early Learning and Childcare Support Worker
Mrs Gillian Paterson	Early Learning and Childcare Support Worker
Mrs Grace Tomlinson	Caretaker

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SCHOOL HOLIDAYS 2024 -2025

December 2024 - January 2025

- Schools close at 2.30pm on Friday 20 December 2024
- Monday 23 December 2024 - Friday 3 January 2025 (inclusive) (Christmas holidays) 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

School holidays 2025/2026

August

- Tuesday 12 August 2025 (Return date for teachers & in-service day)
- Wednesday 13 August 2025 (In-service day)
- Thursday 14 August 2025 (Return date for pupils)

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September

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

October

- Monday 13 to Friday 17 October 2025 (October week)

November

- Monday 17 November 2025 (In-service day)

December - Christmas and New Year

- Schools close at 2:30pm on Thursday 18 December 2025
- Friday 19 December 2025 - Friday 2 January 2026 (Christmas holidays)

January

- Schools return on Monday 5 January 2026

February midterm break

- Monday 16 February 2026
- Tuesday 17 February 2026
- Wednesday 18 February 2026 (In-service day)

April - Spring holiday (Easter)

- Schools close at 2:30pm on Thursday 2 April 2026
- Monday 6 April - Friday 17 April 2026 (Spring break)
- Schools return on Monday 20 April 2026

May

- Monday 4 May 2026 (May holiday)

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- Thursday 7 May 2026 (In-service day to coincide with Scottish Parliamentary election, but may be subject to change)
- Friday 22 May 2026 and Monday 25 May 2026 (May weekend)

June

- Schools close at 1pm on Friday 26 June 2026

ENROLMENT

In January of each year children who are due to start school should be enrolled at the local primary school which serves their catchment area. However, parents may exercise their right to make a placing request to another school of their choice. Information regarding placing requests is available from the school. Parents offered or seeking a place and wishing to visit the school are advised to contact the head teacher. Enrolment dates are advertised locally. A liaison programme for new entrants is revised yearly to ensure a smooth transfer from nursery.

EQUAL OPPORTUNITIES/SOCIAL INCLUSION

In line with equalities legislation, in Holy Family Primary we actively promote equality of opportunity, eliminate discrimination, and promote good relations between different groups throughout all of our policies, functions and practices. The school is committed to assessing all policies and practices to ensure that there is no negative impact on any group of people.

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

Equal opportunities are afforded to children, parents and staff of all ethnic groups, religions, and cultural backgrounds, irrespective of gender or disability. All children have equal access to each aspect of school life and receive fair and equal treatment and advice in general classroom and extra-curricular activities. The school is committed to assessing all policies and practices to ensure there are no negative impact on any group of people.

All allegations of racism will be investigated using the procedures set down in the Tackling Racist Incidents within the Education Service Guidelines.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be

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granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

WHAT IS CURRICULUM FOR EXCELLENCE?

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

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

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

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

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

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

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

What are the Curriculum for Excellence levels?

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

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

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What is the Broad General Education?

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

Curriculum Areas and subjects

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

The 8 curricular areas are:

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

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 a wide variety of materials and strategies for 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. Parent's evenings will take place before the October and Summer and an end of year report will be sent out before the Spring break. Regular communication with parent/carers can be made via informal discussions at the school age or by appointment at the school office.

Each year your child's 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. Please visit our school website for further information on this area.

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How are we addressing Curriculum for Excellence?

CURRICULUM AREAS

LANGUAGES

Literacy offers an essential passport to learning, helping children to achieve to the full and be ready for active involvement in society and work.

There are two aspects of the language area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning. The second covers experiences and outcomes in additional languages. In Holy Family all pupils learn Spanish following an active approach to develop confidence and high attainment.

MATHEMATICS

Mathematics includes specific aspects of numeracy which will be developed both in maths and other areas of the curriculum.

Information Handling

Children explore and develop secure skills in using:

- Data and analysis
- Ideas of chance and uncertainty

Number, money and measurement

Children explore and develop secure skills in using:

- Basic arithmetical and other number processes, including estimation
- Measurement
- Patterns and relationships
- Equations and expressions
- Fractions, decimal fractions, and percentages
- Money and time

Shape, position and movement

Children explore and develop secure skills in using:

- Properties of 2D and 3D objects
- Symmetry, angle, and transformations

EXPRESSIVE ARTS

The Expressive Arts include experiences and outcomes in art and design, drama, dance, and music.

The main lines of development in the Expressive Arts are:

- **Creating Presenting Evaluating**

SCIENCES

The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children.

Our living world: including

- The diversity of living things, the uniqueness of being human and the importance of cells

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Our material world: including

- Uses and properties of materials, sustainability, the chemistry of life processes and the applications of chemistry in society

Our physical world: including

- Harnessing and using energy sources, motion and travel on land, sea, air, and space

SOCIAL STUDIES

Social studies include experiences and outcomes in historical and geographical, social, political, economic, and business contexts.

The experiences and outcomes are grouped in the following way:

People, past events and societies: including

- People in societies
- People and events in the past

People, place and environment: including

- People and landscapes
- People and communities

People, society, economy and business: including

- Society and the economy
- Decision making a democracy

TECHNOLOGIES

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile and information technologies.

For each of the technologies the main lines of development are:

Investigating and designing: including

- Learning about technologies and their efforts on society
- Investigating resources and materials
- Developing design and knowledge

Producing: including

Using technologies effectively, including developing practical skills in using tools, equipment, materials, and processes

Evaluating: including

- Evaluating and improving products and solutions
- Evaluating the impact of products, systems, and processes

HEALTH AND WELLBEING

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of all aspects of health, physical education and physical activity. It also includes approaches and activities planned by the school to promote the general health and wellbeing of the school community.

RELIGIOUS AND MORAL EDUCATION

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Learning through religious education enables children and young people to:

- Develop their knowledge and deepen their understanding of the Catholic faith
- Investigate and understand the relevance of the Catholic faith to questions about truth and the meaning of life
- Highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith
- Develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions
- Nurture the prayer life of the individual and of the school community
- Understand and appreciate significant aspects of other Christian traditions and major world religions
- Make a positive difference to themselves and the world by putting their beliefs and values into action.

In addition to developing their understanding of the Catholic faith, children and young people will also learn respect for, and understanding of, other Christian traditions. They will also come to an appreciation of significant aspects of major world religions, recognising and respecting the sincere search for truth which takes place in our faiths. Where appropriate they will learn similarly about stances for living which are independent of religious belief.

Further information regarding Curriculum for Excellence can be found on the Education Scotland website.

CURRICULUM FOR EXCELLENCE

The purposes of the curriculum are to provide the structure and support in learning which enable our children to develop these four capacities.

Successful Learner's with:

Enthusiasm and motivation for learning

Determination to reach high standards of achievement

Openness to new thinking and ideas

And are able to:

Use literacy, communication and numeracy skills

Use technology for learning

Think creatively and independently

Learn independently and as part of a group

Make reasoned evaluations

Link and apply different kinds of learning in new situations

Confident Individual's with:

Self-respect

A sense of physical, mental, and emotional wellbeing

Secure values and beliefs

And are able to:

Pursue a healthy and active lifestyle

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Be self-aware
Develop and communicate their own beliefs and views of the world
Live as independently as they can
Assess risk and make informed decisions
Achieve success in different areas of activity

To enable all young people to become:

Responsible Citizen's with:

Respect for others
Commitment to participate responsibly in political, economic, social and cultural life

And are able to:

Develop knowledge and understanding of the world and Scotland's place in it
Understand different beliefs and cultures
Make informed choices and decisions
Evaluation environmental, scientific, and technological issues.

Effective Contributor's with:

An enterprising attitude
Resilience
Self-reliance

And are able to:

Communicate in different ways and in different settings
Work in partnership and teams
Take the initiative and lead
Apply critical thinking in new concepts
Create and develop
Solve problems

ADDITIONAL SUPPORT NEEDS

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

In Holy Family Primary children follow the 3-18 curriculum at a pace to suit their ability. It is school policy to identify children who may require support as early as possible using the GIRFEC pathway for planning and support. This includes children who are very able as well as pupils with learning difficulties and those children who are experiencing barriers to learning for whatever reason. There are three GIRFEC pathways for planning and support:

Universal - where education staff identify that a child or young person needs support or planning which can be met within the school using classroom and whole school resources, using the What I think tool, Getting It Right For Me Plan, Wellbeing assessment and where relevant requesting assistance within education or with partner agencies.

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Additional – Requesting support from another agency, Getting It Right For Me Plan, Co-ordinated Support Plan, a Lead Professional would be identified.

Intensive – Integrated and Compulsory working with other agency/agencies. Targeted intervention(s) required to promote the wellbeing of the child would be identified by relevant agencies (child's Network of Support) and included in the Child's Plan. A Lead Professional would be identified. At the intensive level there would be an expectation that a Co-ordinated Support Plan Child's with integrated assessment, integrated chronology and Lead Professional is in place.

The school has a designated Additional Support Needs Co-ordinator, Angela Harley, HT.

Support is available for pupils who have English as an additional language. Care Experienced learners are deemed to have Additional Support Needs unless assessment determines otherwise. The Support for Learning Co-ordinator is responsible for any assessment and subsequent decision.

Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and /or requires a Coordinated Support Plan.

Parents and young people are an essential part of the assessment planning and review processes, and your views will be actively sought.

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 of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

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

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

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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.

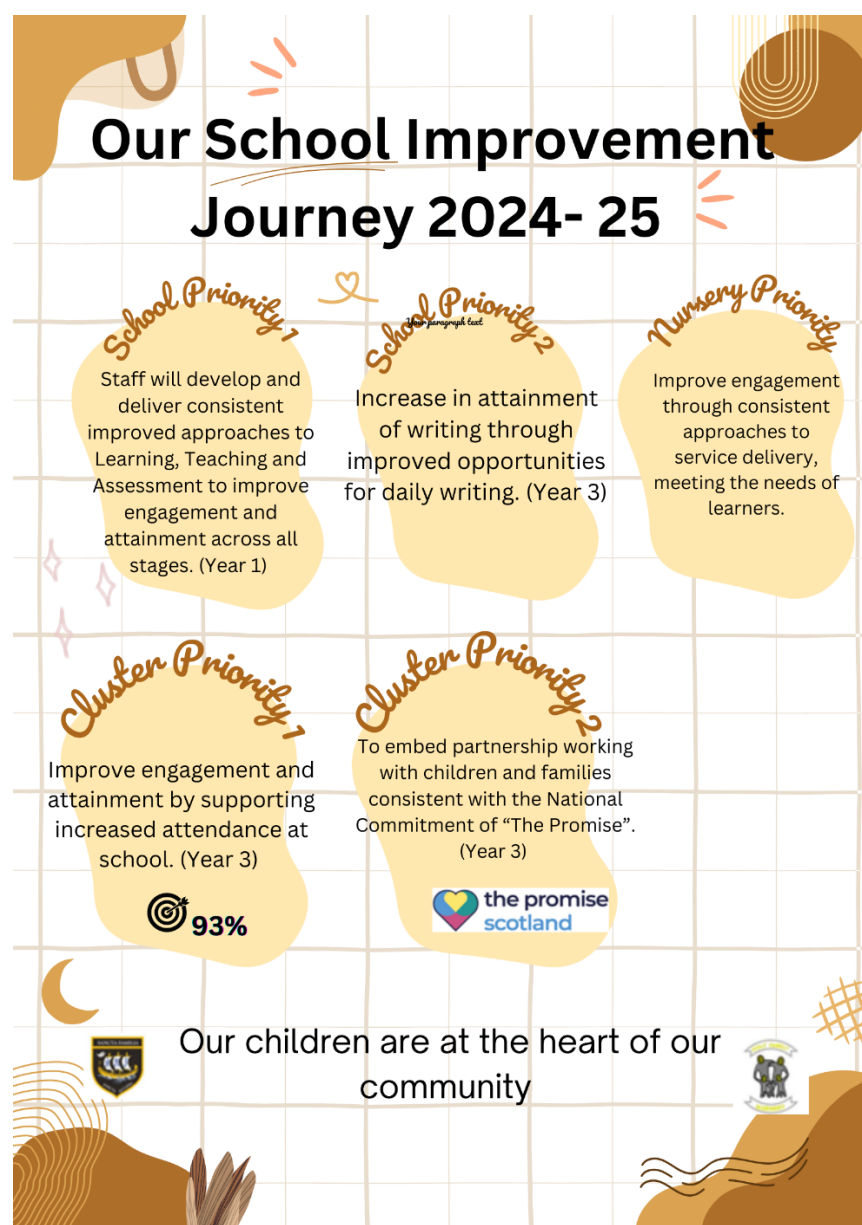
In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication (see contact details at the back of this handbook) can be made by parents/carers free of charge. The Independent Adjudicator will make recommendations to the Education Authority about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

IMPROVEMENT PLAN

The image included gives an overview of our priorities for this year:

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HOMEWORK

"Homework provides a way of enabling parents to see the kind of work being tackled during the school day...encouraging a sense of partnership between the school and parents". (HMIe)

It is a well-recognised fact that children who do homework regularly perform better in school.

Homework should consolidate and/or reinforce the work of the class. It will vary in type and length depending on the task and will be of a variety of forms, for example, written, oral and practical.

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THE SCHOOL IN THE COMMUNITY

During session 2023-24 we consulted all stakeholders to create a shared vision which is reflective of our school and nursery. As a result of this consultation process this session we have launched our new establishment vision:

“Our children are at the heart of our Community”

We have deliberately used a capital ‘c’ in community to highlight the strong partnership links we have with our community and we planning to embed these relationships over coming years.

This vision is complimented in the school by the following values:

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Holy Family Primary has very strong links with Holy Family Church and the parish community. The Parish Priest is a regular visitor to the school, children from the school are fully involved in the preparation of many services and lead First Friday Mass.

We are proud of our charitable initiatives and regularly raise money for MISSIO, Mary’s Meals, St Andrew’s Hospice, and SCIAF.

Locally we are actively involved in many community initiatives, for example, carol singing, and have very successful and mutually supportive business partnerships with Mossend Primary, St Andrew’s Hospice and the nursery class works closely with Unitas Court Sheltered Housing.

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

EXTRA CURRICULAR ACTIVITIES

The school offers a variety of after school clubs, designed to motivate and raise achievement, these clubs are offered by teaching staff and by active schools leaders. Classes have the opportunity to participate in coach, teacher and peer led activities in the course of the year. We also participate regularly in North Lanarkshire Sporting events. These events reflect the school’s belief that sport is a way of developing growth mind-set, self-discipline and tenacity and should be enjoyed by all. A Sports Day is held each year and is organised according to the House System. This event is very well supported by families and the local community.

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FREEDOM OF INFORMATION

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

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.

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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.

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Your rights under GDPR

You can:

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

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

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

The Information Commissioner
You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these

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rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).
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Information Commissioner's Office,

45 Melville Street,

Edinburgh, EH3 7HL

or by e-mail to

casework@ico.org.uk
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b) 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

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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 **Mrs Angela Harley**: Head Teacher

Tel: 01698 274967

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 – **Mrs Angela Harley**: Head Teacher

Telephone number – 01698 274967

SCHOOL DISCIPLINE - PROMOTING POSITIVE BEHAVIOUR

All Staff in Holy Family, in partnership with pupils and parents, work together to create an ethos of trust and mutual respect. The basis of this is our Christian teaching which advocates consideration for the needs, feelings and physical and spiritual wellbeing of others. Good discipline is achieved through building positive relationships and partnership working.

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Aims and Objectives

- Each child is expected to work cooperatively with classmates, to respect property within the classroom and school, and to respect the property and feelings of others.
- Children are led by staff example to treat others in a polite, respectful manner at all times.
- Children are taught the social skills necessary to relate positively to their peers and to respect themselves, other learners, and adults.

The following initiatives are used to maintain a high standard of discipline at all times.

Classroom

At present a high standard of behaviour is encouraged through a variety of initiatives e.g. stars, group points, stickers, stampers etc.

RESTORATIVE PRACTICE

The relationship between pupils and teachers is similar to that between the child and his/her own parents, requiring mutual consideration on both sides. As is the case in the home, there is a need for rules to ensure harmony for all. There will be times however when a child does not adhere to the rules. Staff use restorative practice strategies to deal with such instances.

Where a child refuses to co-operate with his/her teacher, or is guilty of anti-social behaviour the parents will be asked to come to the school to discuss the matter with the teacher concerned and the Head Teacher.

The policy of the school is one of close liaison with the parents.

ANTI BULLYING

We are aware that in all schools bullying can take place. (Bullying is the wilful conscious desire to hurt, threaten or frighten someone else.)

We believe that every child has the right to feel secure at all times and to ensure that bullying does not occur, children are made aware that no one has the right to physically or mentally threaten them, and should it happen they must tell someone immediately and the information will be acted upon.

HOME AND SCHOOL LINKS

Parental involvement in Holy Family Primary is actively sought and encouraged and we are proud of our strong school/parent partnership. Parents' views are regularly sought on many aspects of the school as we evaluate our performance and seek ways to improve. There is regular communication through newsletters, Twitter and

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the school website and systems are in place for parents to contact the school for whatever reason. The senior leadership team work closely with the Parent Council.

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. Parents are required to inform the school if these contact details change during the course of the school year. Parents/carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child. In terms of child safety police will be contacted if all attempts to locate the child have been exhausted.

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

FAMILY HOLIDAYS DURING TERM TIME

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

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

A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term

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- 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.

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



GOOD ATTENDANCE

Good attendance is vital to child's learning and attainment, persistent absence has a negative effect on this and every effort should be made to attend school regularly. We set an attendance target for each academic session and work towards the North Lanarkshire Council suggested target of 95%. Families are kept up-to-date throughout the year and we make contact if attendance falls below 90%.

CLOTHING AND UNIFORM

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must "A place of happiness, faith, mutual respect and kindness where we can grow and learn together."



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.

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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.

UNIFORM

Within Holy Family we are very proud of our children and the way in which they wear our school uniform. We feel that it is because it shows that they are proud of their school.

Recommended Uniform

Boys: Blue shirt, grey trousers, grey V-neck pullover

Girls: Blue blouse, grey skirt, pinafore or trousers, grey pullover, or cardigan.

A plain black blazer is also part of the uniform.

PE KIT - Dark blue shorts, yellow t-shirt with the school badge and gym shoes.

Scotcrest in Hamilton carry supplies of our uniform. In the interest of Health and Safety, pupils are not allowed to wear any item of jewellery while taking part in any physical activity. **All belongings should be marked with the child's name.**

MEALS

The cafeteria system operates within the school where children are able to choose from a choice of two course meals. Healthy snacks are also available. The food is paid for by card in the lunchroom. Children who are on a special diet are catered for.

Special Diet Procedures

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

For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements. For information; a vegetarian meal option is offered on a daily basis.

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

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

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

All completed forms should be returned to the email specialdiet@northlan.gov.uk

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

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

All nursery pupils are entitled to free milk and a fruit or vegetable snack.

Information and application forms for free school meals can be downloaded from the council website [Free school meals and clothing grants | North Lanarkshire Council](#)

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

PLACING REQUESTS

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

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

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

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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.

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.

Applications can be made online at the Council website [Free school transport | North Lanarkshire Council](#)

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

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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.

Any information on transport appropriate to the school should be included.

MEDICAL AND HEALTH CARE

The medical examination of children is undertaken during each child's school life by staff of Lanarkshire Health Board; normally in the first year of schooling and at the ages of 10/11 and 13/14.

Parents may refer their child at other times to the Clinical Medical Officer for examination or advice.

Parents should inform the school of any particular medical requirements. Parents of any child who requires regular medication, should call at the school office, and complete a medicine administration form.

When a child takes ill or has an accident in school, the school will contact the home, the child's emergency contact or parent's place of work to make any necessary arrangements. No child will be allowed to go home unaccompanied.

For visits to a doctor, dentist, or hospital an official appointment card/letter should be produced. A parent or responsible adult should call and collect the child from the school for these appointments. Routines appointments should be made out of school hours.

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

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

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

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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 failure or difficulty of fuel supply. In such cases we will do all we can to let you know details about 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 and the North Lanarkshire Council's website and Twitter.

THE PARENT FORUM

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

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

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

THE PARENT COUNCIL

Parent Councils came into force on 1st August 2007.

The rights of a Parent Council include: -

1. supporting the work of the school.
2. representing the views of parents.
3. consulting with parents and reporting back to the Parent Forum on matters of interest.
4. promoting contact between the school, parents, pupils, nursery providers and the wider community.
5. fund raising.
6. taking part in the selection of senior promoted staff.
7. receiving reports from the head teacher and Education Authority.

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8. receiving an annual budget for administration, training, and other expenses.
9. Improving home school partnership and facilitating Parental involvement

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

A Parent Council has been formed in Holy Family. The constitution states that the membership will be a maximum size of sixteen with the quorum for parents to be a minimum of three parents in attendance. When an election is due, all members of the Parent Forum will be advised of date etc., their right to stand and voting procedures.

Committee members 2023-2024 are as follows: -

Chairperson: Gillain MacKissack Secretary: Laura Murphy
Vice Chairperson: T.B.C. Treasurer: Natalie Battersby

The head teacher takes on the role of the professional adviser to the Parent Council. She/he has the right and duty to attend meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

THE HOUSE SYSTEM

Every class is represented by a pupil events committee representative who is elected at the beginning of the new academic year. House and vice captains as well as eco committee representatives are elected at this time also.

Pupil voice is gathered on an ongoing basis through our whole school Thinking Circles.

SUPERVISION IN NON-CONTACT TIMES

An adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. Adult supervision is also in place during "wet plays" when children remain inside during break times.

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils normally transfer to secondary school between the ages of 11 ½

And 12 ½ so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The school to which our children normally transfer is: -

CARDINAL NEWMAN HIGH SCHOOL

Head Teacher: Mr Robert Smith Tel: 01698 274944

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To ensure that primary 7 pupils have a smooth transition between primary and secondary school a wide-ranging liaison programme with Cardinal Newman is revised on a yearly basis.

Contacts

Local Councillors

[CMIS > Councillors](#)

Education and Families Manager (EFM)

Pauline O'Neill oneillpauline@northlan.org.uk

Cluster Improvement and Integration Lead (CILL)

Gordon Reid reidgo@northlan.org.uk

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

Enquire

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

Email: info@enquire.org.uk

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

Website: www.enquire.org.uk for children and young people

Resolve – Resolve Mediation

0131 313 8844

resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government

Directorate for Learning

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Support and Wellbeing Unit
Area 2C North Victoria Quay
Edinburgh
EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)
ASNTS
Health and Educational Chamber
First Tier Tribunal For Scotland
20 York Street
Glasgow
G2 8GT
Helpline: 0141 302 5860
www.asntscotland.gov.uk

NHS Lanarkshire
Bellshill Health Centre
01698 575700

Social Work

Bellshill
95 Main Street
Bellshill
ML4 1AW
01698 346666

COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES

Bellshill CLD Locality Office
Bellshill Academy
321 Main Street
Bellshill ML4 1AR

Tel: 01698 274685
E: CLD-Bellshill@northlan.gov.uk

Qualifying Statements

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

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

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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.

Additional Information

NL Digital School

It is recognised that digital technology is already making a significant contribution to learning and teaching practices. When used appropriately and, with all stakeholders being supported it can enrich learning and teaching, help to raise attainment.

North Lanarkshire Council have developed a range of supports to enhance the use of digital learning within our schools. This includes the development of resources and training materials to support school staff, young people and their families with their digital learning and the provision of a universal offer the NL Virtual Classrooms, providing digital learning materials for all curricular areas at every level, up to and including the BGE.

Parents Portal

Parentsportal.scot is a digital service to help provide direct communication to parents and carers through a selection of online services. This includes

- Annual data checks
- Online payments
- Permission slips
- Reporting absence
- Viewing timetables (secondary schools)
- Pupil reporting

Information and guidance relating to North Lanarkshire Council Digital offering including how to access [parentsportal.scot](https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school) can be found on the NL Digital School page available on the Councils website

<https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school>

Glow and M365

All pupils in staff in NLC have access to Glow – Scotland’s national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.

Pupils will be given a login to Glow when they start school, and these details will follow the young person throughout their school journey. Glow passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on Glow passwords can be found [here](#). All staff in schools have the ability to reset a pupil’s Glow password.

Once logged into Glow, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint and MS Word. Users also have the option of downloading O365 to install on up to 5 additional

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personal devices and this can be accessed from the national section of the Glow Launchpad.

Armed Forces Covenant Duty

North Lanarkshire Council is committed to the Armed Forces Covenant.

The Armed Forces Covenant Duty – Statutory Legislation 2022 is a legal obligation placed on relevant bodies, when exercising relevant functions, such as Education, Health Care and Housing Services, to have due regard to the three principles of the Armed Forces Covenant.

Further details on the Armed Forces Covenant can be found on [Scottish Armed Forces Education Support Group - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/armed-forces-covenant-duty/pages/1-3.aspx)