



Holytown Primary School & Nursery Class



Handbook
2022- 2023

Website: www.holytown.n-lanark.sch.uk and twitter



@HolytownPS

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1. Head Teacher's Introduction

Welcome to Holytown Primary School & Nursery Class

In Holytown we deliver the Curriculum for Excellence, which brings life to learning and learning to life. We constantly strive to raise standards of learning and teaching and help to improve our children's life choices. We focus on the importance of knowledge and skills offering a broad and deep general education promoting the ability to learn. This skill for life will help our children go on to further study to secure work and navigate through life. It brings real life into the classroom and takes lessons beyond the classroom supporting our children in every way possible to fulfil their potential and make the most of their opportunities. We work hard to give our children the opportunity to be successful learners, confident individuals, effective contributors and responsible citizens. We endeavour to give your children the very best education we can in a secure and trusting environment.

The ethos of our school is central to everything we do and we work very hard to ensure the children are happy and successful in their years here. There is mutual courtesy and respect between staff and children and we have high expectations of effort and behaviour. We encourage our children to have confidence in their own ability, believe in themselves and celebrate success whenever possible. We strive to help our children to develop positive attitudes and self-discipline. We encourage pupils to be good ambassadors for our school and the community. In this atmosphere we believe that the children will have the best opportunity to learn and achieve their potential.

The school and nursery work closely together and we have strong links with Brannock High School ensuring smooth transition between nursery, primary and secondary.

We have a very positive partnership with parents and the community and work together to prepare our children for their role as responsible citizens, successful learners, confident individuals, and effective contributors in society.

We all work hard to encourage the children of Holytown Primary to be CAN DO people, reaching for the stars to be the best they can be.

I hope that this handbook gives you not only information about our school, but a desire to be part of the Holytown Primary team. We can work together to ensure that Holytown Primary is a school of which we can all be very proud.

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

Please do not hesitate to contact me if I can be of any further assistance.

Kind Regards

Laura Alcorn

Head Teacher

2. North Lanarkshire Council Motto & Pledge

Holytown Primary School



Introduction & Aims Of The School

At Holytown Primary our vision is to provide the highest quality of Learning and Teaching which:

- Encourages the development of the personality, talents and mental and physical abilities of our children to their fullest potential
- Ensures that all are nurtured, safe, active, healthy, achieving, included, respected and responsible in an environment which allows them to become responsible citizens, successful learners, confident individuals and effective contributors
- Fosters a 'can do' attitude which is developed where everyone is encouraged to be innovative, inquisitive and reflective in their thinking
- Nurtures mutual respect between members of the whole school community where they actively promote fairness, justice and equality of opportunity

3. School Information

Holytown Primary School & Nursery Class
Willow Grove
Holytown
ML1 4SR

Telephone Number: 01698 522740 **Fax Number:**

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

School Website: www.holytown.n-lanark.sch.uk

Present Roll 233 school Nursery 32 term time with 16a.m./16p.m. full time

Maximum Capacity 306 primary school, Nursery 32 term time/32 full time

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. Composite classes are organised in working groups where necessary

Stages Covered

P1 – 7. There are currently 11 classes within the school and two sessions per day in the nursery class.

Denominational Status

Non-Denominational

Co-Educational

Both Boys and Girls are admitted

Composite Classes

From time to time, it may be necessary to form composite classes i.e. classes composed of children from two or more year groups, based on the number of pupils at each stage. When forming these classes factors such as social or working groups will be taken into consideration.

Associated Secondary School

Brannock High School
Loanhead Road
Newarthill
Motherwell, ML1 5AY
01698 274936



Gaelic Language

Gaelic Language education is not provided at Holytown Primary School and Nursery Class. Parents are entitled to make a placing request to a school that offers this provision.

Community Facilities

It is North Lanarkshire Council Policy that school accommodation be made available out with school hours, for use by the community. Such use will be in accordance with approved letting procedures and enquiries should be directed to the Area Office:

(Application for Community Lets)
Community Facilities, Coatbridge Community Centre,
9 Old Monkland Road, COATBRIDGE, ML5 5EA
Telephone: 01236 632778



4. Staff Team

Head Teacher
Depute Head
Principal Teacher

Mrs Laura Alcorn
Mrs Emma Smith
Mrs J McKay

Class Teachers

Primary 7	Room 12	Mrs CA Campbell
Primary 6/7	Room 11	Miss A Cornelius
Primary 6	Room 10	Mrs J McKay
Primary 5	Room 9	Miss D. McCabe
Primary 4	Room 8	Mr Campbell
Primary 4/5	Room 7	Miss M Stewart
Primary 3	Room 6	Miss K Young
Primary 2/3	Room 5	Mrs A McCulloch
Primary 2	Room 3	Mrs A Smith/Mr G Stein
Primary 1	Room 2	Mrs J O'Donnell
Primary 1	Room 1	Ms KA Kane
Learning Support/Class Support		Mrs L Watson/Miss J Porteous Miss Z Williams/Mrs P Brady

Nursery Staff

Lead Practitioners
Lindsay Kean
Sandra Munro
Heather McHugh
Laura Woodlock
Luke Forsyth
Jacqueline McLachlan
Jennifer McNair
Shana Murray
Karen Todd
Louise Young
Karen Fleming
Karen Martin
Erin McLean
Ellie Hughes
Holly Nichol
Claire Gallagher
Chloe Aitchison

Specialist Support
Ancillary Staff

Music Tutor	Mrs H Ewart
Senior D.S.M./Clerical Assistant	Mrs N Casey
Classroom Assistant	Mrs T McLaughlin
ASN Assistant	Mrs L Crane
ASN Assistant	Mrs G Nicol
ASN Assistant	Mrs A Greechan
ASN Assistant	Miss E Bridgewater
Janitor	Mr C Mee

North Lanarkshire Advisors

Pauline O'Neil
Education & Families Manager

5. School & Nursery Hours

School Day	9.00 am	3.00 pm
Morning Intervals	10.25am - 10.40am & 10.40am - 10.55am	
Lunchtimes	12.15pm - 1.00pm & 12.40pm - 1.25pm	
Breakfast Club	8.15am	8.45am
Nursery class – a.m. session	8.00am	12.45pm
Nursery class – p.m. session	1.15pm	6.00pm**
Nursery class – term time	9.00am	3.00pm

**In exceptional circumstances, parents may arrange to collect children from the nursery at 3.00pm by discussing this with the Key Worker at the start of the session.

6. School Year 2022 – 2023(Proposed)

Teachers Return	Monday 15 th August 2022
In-service Day	Tuesday 16 th August 2022
Pupils Return	Wednesday 17 th August 2022

September Weekend

Close	Thursday 22 nd September 2022 at 3.00pm
Re-open	Tuesday 27 th September 2022

October Weekend

Close	Friday 14 th October 2022 at 3.00pm
Re-open	Monday 24 th October 2022

In-service Day

Monday 14th November 2022

Christmas

Close	Thursday 22 nd December 2022 at 2.30pm
Re-open	Monday 9 th January 2023

Mid-Term

Closed	Monday 13 th February & Tuesday 14 th February 2023
In-service	Wednesday 15 th February 2023

Spring/Easter Holidays

Close	Friday 31 st March 2023 at 2.30pm
Re-open	Monday 17 th April 2023
Good Friday	Friday 7 th April 2023
Easter Monday	Monday 10 th April 2023

May Day

Monday 1st May 2023

In-service Day

Tuesday 2nd May 2023

May Weekend

Close	Thursday 25 th May 2023 at 3pm
Re-open	Tuesday 30 th May 2023

Summer

Close	Wednesday 28 th June 2023 at 1.00 p.m.
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7. Enrolment & Transitions

Enrolment to Primary 1

Any child who reaches five years of age between 1st March 2022 and 28th February 2023 should start school in August 2022. Advertisements are placed in the local newspaper, Post Office, and Shops and are announced in Holytown Parish Church on the Sunday prior to enrolment each year. Notification is also put on the school's Twitter feed. This will normally be in the second week of January.

To enrol a child, parents should visit the child's catchment area school during the advertised dates to complete an enrolment form. Details are taken about your child and details of emergency contact numbers are recorded at this point. When enrolling a child, their **birth certificate** should be presented and a **council tax bill/statement** is required as proof-of-address.

To enrol a pupil in another North Lanarkshire Primary School, the child should be enrolled for Primary 1 at the catchment area school. A placing request leaflet should be completed and sent to Education and Families Services.

Infant Induction Programme

As part of the Holytown Learning Community, liaison takes place throughout the year with all nursery classes and Family Learning Centres in the local area. Information is shared to support the transition from nursery to P1.

During the school year, sessions are planned for pupils entering P1 in August. Children will visit their new class and teacher while parents and carers are invited to participate in a series of workshops focussing on Primary 1. The Nursery/Primary liaison programme aims to reassure the children that school is a pleasant, welcoming place and a natural progression for them. A series of visits will give the children the opportunity to meet their class teacher, visit the classroom in which they will work and become more familiar with the school and its routines.

During this time, parents will have an opportunity to talk to a member of the Senior Management Team about the school and the curriculum and have any questions answered. This is a great opportunity for parents/carers to ask any questions they may have and also to find out more about what happens in the school.



Enrolment to Nursery

Children who will be three on or before 28 February 2021 will be entitled to a funded nursery place during session 2020/21.

The funding dates for 2020/21 are as follows:

- Children who reach 3 years of age between 1 March and 16 August 2020: the start date will be August 2020.
- Children reaching 3 years between 17 August 2020 and 28 February 2021: the start date is the day after the child's 3rd birthday. ^[L]_[SEP]

Application Forms are available from any local authority nursery establishment or private nursery that provides statutory funding on behalf of the council or can be downloaded at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=1543>. To enrol a child, parents should visit any nursery to collect an application form. This should be returned to the first choice nursery, complete with the child's birth certificate and a council tax bill/statement as proof of address. ^[L]_[SEP]

Places will be allocated through a cluster Panel System and parents will be informed of the offer of place via letter, usually around March. ^[L]_[SEP] At Holytown Nursery Class, children will be offered either five consecutive morning sessions, or five consecutive afternoon sessions per week. ^[L]_[SEP]

If parents/carers would like to transfer their child to Holytown Primary School or Nursery Class from another education establishment, they should contact the Head Teacher on 01698 522740 to arrange an appointment.

Children living outwith the catchment area of Holytown Primary School will be required to make a Placing Request to the local authority.

Transitions

All children go through transitions in their education. Early or timely planning is required to ensure continuity and progression between stages, breaks in education or a change in circumstances. In Holytown Primary we plan for effective transitions for our pupils through:

- Adhering to legislative timescales
- Effective communications between establishments and agencies
- Shared joint assessment of support requirements
- Ensuring continuity of support
- Informing and involving children and their parents/carers
- A focus on solutions, not problems
- Discussing and passing on information held in files, pupil profiles etc.

Early or timely planning is also of particular importance when the learning of the child has been interrupted. A range of factors may give rise to learning being interrupted such as:

- Family circumstances – e.g. leading to a young person being taken into care
- Health – e.g. hospitalization or a long period of absence from the school
- Social and emotional – e.g. bereavement, asylum seekers or exclusion from the school

Since factors will impact differently on our pupils it is important that we tailor supports to the needs of the individual pupil and that such support is appropriate and proportionate to their needs. The duration of such support will vary accordingly to the needs of the individual pupil and their situation.

Managing transitions often involved a higher number of professionals hence the process of planning for additional support has to outline the liaison between sectors in education. Where other agencies are involved, the co-ordination of support has to outline the ways in which professionals across other agencies will work together to meet support needs both in our school and the establishment to which the pupil will transfer.

Under current legislation in Holytown Primary, at least twelve months before the change is about to happen (six months for those under five in the nursery) we will:

- Decide what agencies need to be informed of the child's needs
- Inform those agencies of the date of change, the child's support needs and the provision to be arranged before the change to enable the smooth transition with any the necessary consents in place.
- Provide the parent/carer and the child with copies of any information passed on to the appropriate agencies.

Where the child has interrupted learning and requires additional support then the school will act as soon as information becomes available.

Teachers will identify through assessment procedures, children within their class who have special educational needs, either in support for learning or in an additional stretching programme for our most able children. The Depute Head Teacher is responsible for co-ordinating our Learning Support Programme.

8. Equal Opportunities, Race Equality & Social Inclusion

In Holytown Primary we promote equal opportunities and social inclusion ensuring that all pupils, irrespective of belief, race, culture, class, gender and disability, are provided with an education, which allows them to develop to their full potential. Such an education recognises the uniqueness of the individual through ensuring that all pupils are equally valued, respected and cared for and have access to the full range of appropriate activities and experiences and take a full part in school life.

Any incidents of racial harassment are dealt with very seriously and are logged and reported following council procedures.

In families where English is a second language, official letters and forms are now available in many languages. Parents should not hesitate to contact the Head Teacher if there are any problems or if these are required.

The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

Implementation of the Education and Families 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>

9. Curriculum For Excellence

What is the 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 the 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, 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 covers 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 Sciences
- Technologies

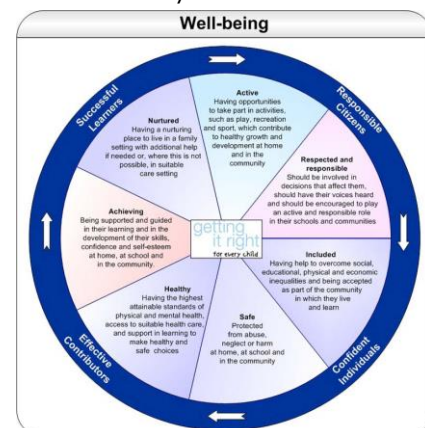
Health And Wellbeing (Including Physical Education)

At the heart of our health promoting school is the young person. We hope that the supportive and positive climate within the school influences the beliefs, attitudes and values of each young person. Learning through Health and Wellbeing promotes confidence, independent thinking and positive attitudes. Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes, which they need for mental, emotional, social and physical wellbeing now and in the future.

Good health and wellbeing is central to effective learning and preparation for successful independent living. The school and our partners working closely together to plan our programmes for Health and Wellbeing taking account of our local circumstances can only meet this and individual needs. Working with our partners we take a holistic approach to promoting health and wellbeing that takes account of the stage of growth, development and maturity of each individual and the social and community context. We want our children to feel happy, safe, respected and included in the school environment and all staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community.

Our Health and Wellbeing programme is structured under the following organisers:

- **Mental, emotional, social and physical well being**
- **Planning for choices and changes**
- **Physical Education, physical activity and sport**
- **Food and health**



- **Substance misuse**
- **Relationships, sexual health and parenthood**

Language: Literacy (including a modern language)

Literacy is of personal, social and economic importance. Our ability to use language lies at the centre of the development of our emotions, our thinking, our learning and our sense of personal identity. Children encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities in all aspects of life and lays the foundations for life long learning and work and contributes strongly to the development of all four capacities of the Curriculum for Excellence. Competence and confidence in literacy including competence in grammar, spelling and the spoken word are essential for progress in all areas of the curriculum.

The active approach to the teaching of literacy engages children in their learning and ensures breadth, depth, progression and coherence. Our children are challenged by enjoyable tasks, which offer personalisation and choice as well as relevance to their lives. They are encouraged to work collaboratively, learning from and encouraging each other. At Holytown Primary and Nursery, we fully implement the guidelines and principles outlines in North Lanarkshire's Active Literacy Programme.

Listening & Talking

In Listening & Talking, the children are taught and encouraged to share and explore ideas in pairs, trios, groups or whole class discussion in order to:

- Get things done or solve problems by expressing their ideas and showing understanding of the subject
- Report and reflect on their learning by talking about prior knowledge as well as new facts they have learned
- Respond to text and different situations or events

In responding to texts and other stimuli the children engage in talking freely about their feelings, their thoughts and ideas and retell events in an ordered sequence, give instructions, reports or directions.

In all Listening & Talking activities, the children are encouraged to adhere to the taught behaviours of talk and through self and peer evaluation to encourage each other in doing this.

Reading

An integrated approach to the teaching of reading and writing is essential. Early achievement at this stage provides a positive experience of school and shapes attitudes towards later learning. The children's classrooms are a text-drenched environment with signs and labels round the class for the children to see and read. We take an active approach to teaching reading and writing with the children focussed, involved and motivated in their learning. Our programme in reading will ensure the best possible start for our children. This very structured programme teaches children the purpose of reading and gives strategies to look at text closely for understanding. It builds the skills of fluency, comprehension and word attack. The children are trained in phonics using single sounds and phonemes.



The children make and break words using magnetic letters and white boards. Parents are asked to work closely in partnership with the school, supporting their children in home link activities. We use a variety of different reading texts pitched at the children's level. These offer a systematic and progressive structured programme and support materials. From P4 – 7 the core reading

comes from Novel Studies. It is important that these quality novels can be read but also contain an element of challenge.

The pupils will be encouraged to read for enjoyment and maintain a personal reading programme. They will be helped to develop their own tastes in fiction and non-fiction books and develop confidence in speaking and writing about them. Each class has their own class library and each area has a home links library where children can borrow books to supplement their core texts. This is very popular and helps motivate our children to read. We have attractive reference libraries based in the Infant and Senior Open Areas where the children work on their skills in Reading for Information and can choose from a range of colourful, interesting reference material.

Writing

The children use many ideas and skills gained in reading in their writing. We encourage children to organise their thoughts and ideas and express them in a written form. It is crucial that children understand how writing can help clarify their thinking and understanding.

The children are taught and encouraged to write daily for different reasons, for different purposes and in different contexts. The children share ideas about their writing and work collaboratively to check and improve it

The writing programme develops:

- Enjoyment and choice within a motivating and challenging environment
- Tools for writing using knowledge of technical aspects to help writing communicate effectively
- Organising and using information – considering texts to help create short and extended stories for a variety of purposes
- Creating texts – applying the elements which writers use to create different types of texts with increasingly complex ideas structures and vocabulary

Every week children will experience the Taught Experiential Writing lesson where children are taught the skills and tools of writing through relevant contexts. The grammatical, literacy and technical skills of writing are progressively introduced from an early stage in the form of Core Targets. The children gain experience of writing in six main genres.

- | | |
|---------------------------|----------------------|
| • Instructions/Procedures | • Recount |
| • Narrative | |
| • Explanation | |
| • Persuasion | • Information/Report |



We also teach the skills of writing to develop handwriting and presentation. As skills develop, the teacher will take time to ensure that pupils layout and present their writing in a neat, legible form using a fluent style, which aids the reader. The children will be encouraged to use careful and attractive presentations.

Children will also be involved in daily writing activities linked to reading thinking listening and talking and cross curricular learning. We want our children to have a positive attitude towards writing and see themselves as writers wanting to write.

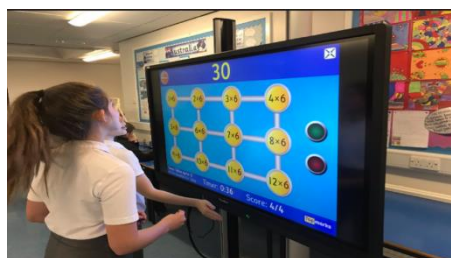
Modern Foreign Languages - French

We are committed to developing a whole school approach to the teaching of Modern Foreign Languages, in line with the 1+2 approach recommended by the Scottish Government. Children

from Primary 5 are taught French each week. Staff within the school who have completed an additional qualification deliver this.

Mathematics

Mathematics plays an important role in our lives and has been one of the decisive factors in shaping our modern world. It helps us to function responsibly in everyday life and contribute effectively to society. At Holytown Primary School and Nursery Class, our aim is to give our children the knowledge, skills and attitudes to enable them to use mathematics in everyday situations, whether for domestic, social recreational reasons or for further study. Maths lessons are planned to provide a balance between practical activities, teacher focused tasks and independent learning. All classes adopt a practical stations approach to mathematics appropriate to the concepts being taught as well as the individual needs of the pupils within the class. Numeracy involves processes such as discovering, discussing, classifying, generalising, ordering and measuring and establishes foundations which can be built upon through life long learning. We are numerate if we have developed the confidence and competence in using number, which allows individuals to solve problems, analyse information and make informed decisions based on calculations. Strong skills in numeracy provide foundations which can be built on through life long learning and in the world of work.



Mathematics is embedded in children's play and everyday activities. Our aim is to build on this previous knowledge and develop it through the structured programme using the experiences and outcomes with 3 main organisers **of Number, Money and Measure, Shape, Position and Movement and Information Handling.**

Concrete materials are used at all stages to reinforce learning and are only removed when the child has a firm grasp of concepts. The children learn to make wise decisions on which method – mental or written – is appropriate in particular circumstances and whether an exact or approximate answer is more suitable. Calculators increase calculating power and widen the range of calculations the children can manage. These are only used when children are secure in concepts. The calculator will **not** provide unnecessary support or substitute for the development of personal proficiency.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. As they mature, children and young people's experiences are broadened using Scottish, British, European and wider contexts for learning, yet maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and how to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship. The children will:

- Develop an understanding of how Scotland has developed as a nation, resulting in an appreciation of their local and national heritage within the global community.
- Broaden their understanding of the world by learning about human activities and achievements in the past and present.
- Develop their understanding of their own values, beliefs and cultures and those of others.
- Learn how to locate, explore and link periods, people and events in time and place.
- Learn how to locate, explore and link features and places locally and further afield.
- Engage in entrepreneurial activities, which stimulate an enterprising attitude.

- Develop an understanding of concepts that stimulate enterprise and influence business.
- Establish foundations for lifelong learning and for further specialised study and careers.

Although the context of the curriculum is important our aspirations for our children can only be achieved through high quality learning and teaching. Social Studies includes, the study **of People, past events and societies, People, place and environment, People in society economy and business.**



Active citizenship is a central feature of learning in Social Studies for our children developing skills and knowledge to enable and encourage participation. Social Studies offer opportunities for the children to become involved in the local community and the wider world and are therefore an important vehicle for opportunities to consider and develop their role as active and informed citizens.



We make full use of our local environment and the various agencies within it, taking children out into the community or inviting visitors into school whenever possible. The school has a Wildlife Garden, which is maintained and used to enhance these activities.

Holytown Primary is an Eco School and has gained three Eco Flags. We are working towards our fourth flag. The Eco Committee work very hard to promote environmental awareness as part of the life and ethos of the school.

The school also holds the Scottish Enterprise Programme Gold award. A full programme of Enterprise activities runs throughout the year involving every pupil in the school.

Science

Science is an important part of our heritage and its applications are part of our everyday lives at work, at leisure or in the home. Through Science, children and young people develop their interest in, and understanding of, the living, material and physical world. The main themes within Science are **Planet Earth, Forces, Electricity & Waves Biological Systems, Materials, and Topical Science.**

They can engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creating and enterprising adults in a world where the skills and knowledge of science are needed across all sectors of the economy.

The experiences our children have in science allow them to:

- Investigate their environment by observing, exploring, investigating and recording
- Demonstrate a secure understanding of the big ideas and concepts of science
- Make sense of evidence collected and presented in scientific manner
- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- Express opinions and make decisions on social, moral ethical, economic and environmental issues informed by their knowledge and understanding of science
- Establish the foundation where appropriate, for more advanced learning and future careers in the science and technologies.

Expressive Arts

Learning in, through and about the Expressive Arts helps children and young people recognise and appreciate their own and others' creative and artistic abilities. Expressive Arts cover the areas of **Art and Design, Dance, Music and Drama.** The magic, wonder and power of the arts play a vital role in enabling our children to enhance their creative talent, appreciation and skills that, in turn, will inform and enrich their lives. The Expressive Arts foster imagination and creativity, and provide opportunities for the children to develop a wide range of technical, presentational and performance skills, to think creatively and be proactive and enterprising within meaningful and relevant contexts. By engaging in and reflecting on experiences within the expressive arts, the children can recognise and represent their feelings and emotions and those of others. They play

a central role in shaping our sense of personal, social and cultural identity. They also play an important role in acknowledging and valuing the variety and vitality of culture locally, nationally and globally. Learning in, through and about the Expressive Arts enables the children to:

- Express themselves in different ways and be creative
- Experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- Develop important skills specific to the expressive arts and also transfer these skills to other areas
- Develop an appreciation of aesthetic and cultural values, identities and ideas

Our annual Christmas Concert, regular class led assemblies, Burns competition and Scottish afternoon give our children a platform to develop their skills in front of the wider audience. These opportunities provide rich experiences and give our children the opportunity to experience the energy and excitement of performing for different audiences and of being part of an audience for others.



Religious and Moral Education

Religious and Moral Education enables children to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people assisting in counteracting prejudice and intolerance.

In Holytown learning through religious and moral education enables children to:

- Recognise religion as an important expression of human experience
- Learn about and from beliefs, values, practices and traditions of Christianity and other world religions through a thematic approach
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish Context
- Investigate and understand the responses which religious and non-religious views can offer to questions about nature and the meaning of life
- Recognise and understand religions diversity and the importance of religion in society
- Develop respect for others and an understanding of beliefs and practices which are different from their own

Technologies

Within a Curriculum for Excellence, technology provides scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities. Our technology framework provides experiences and outcomes, which cover the areas of business, **ICT, Food, Textiles and Craft & Design**. These offer a rich context for developing the four capacities and for developing life skills that are recognised as important in the world of work. As children play and learn they develop an interest and confidence in ICT skills that are transferred and applied in different learning contexts. We have a range of ICT resources, including a Smart Board in every class. Classrooms have access to both Mac & PC laptops in addition to iPads, which are timetables for use in each class. All ICT hardware is used to support learning across the curriculum.

Personal and Social Development

We influence Personal and Social development through a programme, which is planned on a cross-curricular and daily basis. Personal Development is essentially concerned with:

- Self-Awareness - an understanding that actions are influenced by values, attitudes and past experiences and applying this knowledge to future situations.
- Self-Esteem – the values, which a person puts on himself or herself. Social Development is essentially concerned with:
- Inter-Personal relationships – interacting in a variety of group and one- to-one situations.

- Independence and Inter-dependence - accepting increased responsibility and challenges using flexible and constructive responses.

We develop these through a variety of approaches including Circle-Time, our Rights Respecting ladder, PATHS as well as Co-operative Learning. ^[11]_[SEP]

Parents can find out more information about the Curriculum for Excellence by contacting the Head Teacher or online at ^[11]_[SEP]<http://www.educationscotland.gov.uk/thecurriculum/index.asp>

How will my child's learning be assessed?

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 judgements on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

In 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 the nursery/school will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education. This is done through observation and discussions with the children as they plan their learning.

Assessment is crucial to tracking progress, planning next steps, reporting and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents, teachers and other professionals through:

- **Self-assessment** – learners are encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on.
- **Peer assessment** – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on.
- **Personal learning planning** – pupils, teachers and parents work together to develop planning for next steps in learning.
- **Profiles** – a statement of achievements both within and outwith school are produced at P7 in the form of an e-Portfolio
- **Reporting** – informs parents of progress. This is done through a range of approaches such as parents' meetings, jotter bags, and target setting sheets.

Each child's progress is assessed to make sure that potential is achieved.

10. Additional Support Needs

Rationale

Holytown 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 Holytown Primary we believe that all children learn in different ways and may require additional support for a variety of reasons at different times in their education. For some children, the support they require will be of a long-term nature, whereas for others it may only be for a temporary period in their schooling.

A child has additional support needs where, for whatever reason, the child is, or is likely to be unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.

Parents will be notified early of any concerns the school has about a pupil, including social and behavioural, and will be kept regularly informed on how to help children progress. For example, parents may be asked to participate in home/school link activities to help children with a specific aspect of learning.

If a child is identified as having Additional Support Needs, the school will work in partnership with the parents to access the best support for the individual child. If a child's experiences significant difficulties with aspects of learning, or social interactions, the school may open a GIRFMe plan. Miss Henderson will liaise with parents and children in regards to this.

Any parent wishing to discuss concerns or questions about Additional Support for Learning should contact Miss Henderson in the first instance.

Pastoral Care is the responsibility of all staff. Parents may request information on how a pupil is progressing by contacting the Head Teacher or Principal Teachers.

Additional support means provision, which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools (other than special schools) under the management of the education authority for the area to which the young person belongs.

Aims

In Holytown we aim to support all our pupils to achieve their potential and become:

- Successful learners
- Responsible citizen
- Confident individuals
- Effective contributors

Through a consistent, equitable and transparent approach we also aim to:

- Ensure pupils' needs are recognized early on in their education and appropriate support given.
- Detail an identification and review system to best meet the needs of pupils requiring additional support
- Outline the roles and responsibilities of teachers, school staff and specialist support services
- Ensure the views of pupils and their parents/carers are taken into account when making decisions which affect them

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. 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.

There is support available for children with English as an additional language. Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. The Head Teacher is responsible for any arrangements related to Looked After Children.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan. The Head Teacher should be contacted in this instance.

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

Pupils with English as an Additional Language

Provision is available for pupils from The EAL and Support for Learning Section of Learning and Leisure Services.

Assessment

In Holytown Primary we assess each pupil's learning and support needs through a consideration of:

- Pupils on going work in class
- Norm referenced tests
- Criterion referenced assessments
- Checklists of behaviours and skills
- Pupil profiles and previous records

And through information provided:

- By parents
- Use of GIRFEC toolkit
- In examples of past and current work
- Through consultation with other professionals
- In minutes of review meetings and case conferences
- Through psychological assessments
- By pupil interviews

The assessment will enable staff to build a profile of:

- The pupil's needs as a learner
- Curricular issues
- Emotional behaviour
- Social Skills and relationships

Dispute Resolution

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

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free 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 free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The **Additional Support Needs Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, 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.

11. Establishment Improvement Plan

Every year the school draws up an establishment improvement plan in consultation with staff parents and pupils and taking into account the priorities of Education and Families. The school will continue to implement the Curriculum for Excellence focusing on the main areas of Literacy, Numeracy and Health and Wellbeing. This report is available every year focussing on the strengths and development needs of the school.

Our current priorities are:

- **Priority 1:** To ensure equity for all learners & to close the attainment gap in response of COVID-19.
 - Continue to identify and offer intervention to close the attainment gap in Literacy across all stages of the school (with a specific focus on those pupils experiencing the highest levels of poverty/deprivation)
 - Continue to identify, and offer intervention to close the attainment gap in Mathematics and Numeracy across all stages of the school (with a specific focus on those pupils experiencing the highest levels of poverty/deprivation)
- **Priority 2:** All staff share an understanding of the moderation cycle and process to enable them to plan, evaluate and assess effectively to improve outcomes for all learners.
- **Priority 3:** To develop a Digital Technology Pedagogy across all stages of our school to enhance teaching and learning.
- **Cluster Priority:** To ensure equity for all learners and to close the attainment gap in response of COVID-19

After our most recent inspection by HMIE we were rated as Satisfactory overall.

12. Homework

In Holytown we expect that children practise their reading and spelling on a nightly basis. Home learning activities are posted onto Teams and children who are not able to access this at home will be given time in class to access their Team and any activities that have been posted. These activities are usually cross-curricular and mostly based on topics that children are covering in class.

13. School Ethos

In Holytown Primary and Nursery Class we foster a positive ethos of achievement throughout the establishment, where a shared vision and values have been developed by the whole school community to provide a nurturing, learning environment where all the children are motivated, involved and engaged in their learning, experience success and achieve their full potential. In Holytown the ethos of our establishment is of great importance. The children are constantly encouraged to aim high. Staff



believe that all our children can learn and improve no matter their ability demonstrating this belief in their attitudes and work. Staff take prompt and well-focused action to address any under achievement identified drawing on advice and expertise as appropriate. Children have confidence to ask for help and know adults will help the best way possible. Children trust adults in school to respect confidentiality but appreciate they will share information appropriately to ensure the help needed. The whole school community is involved in positive experiences that promote and protect their health. Parents can approach the sensitive to their needs and respond appropriately. Holytown is a Rights Respecting school, which is embedded in what we are and what we do.

The children are proud of their learning progress, attainment and achievements these both within and out with school are recognised, valued and celebrated. All work together to create a climate of mutual trust and respect.

14. Spiritual, Social, Moral And Cultural Values

This is seen as a vital element in every child's education. It makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, values, attitudes and practices. We are concerned with the spiritual growth of the pupils. We encourage them to become aware of a wide range of religions and beliefs and foster attitudes of tolerance, respect and awareness of prejudice. We encourage them to think honestly for themselves about religious beliefs and practices and the implications of moral issues within religion.

We have weekly assemblies where we meet together as a school, giving us an opportunity to come together as a community. This allows us to share together aspects of the religious education programme and celebrate important occasions in the life of the school and community. We use these occasions to award special certificates and give special mentions to pupils who have achieved well in school. Each class is involved in leading an assembly at least once in the year.

Religious Observance

It is recognised that the Education (Scotland) Act 1980 and SOED circular 6/91 allows parents to withdraw their children from instruction in religious subjects and from any religious observance and any such pupil will not be placed at any disadvantage with respect to secular instruction. If you wish to withdraw your child please inform the Head Teacher in writing.

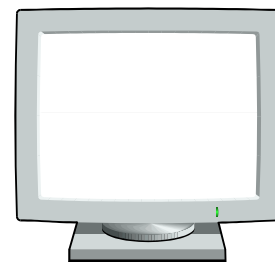
Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in any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

15. Extra Curricular Activities

As part of our health promotion we encourage children to become involved in extra curricular activities. These vary from year to year. After school clubs may include football, dance, gymnastics, zumba or badminton. Primary 7 children have the chance to attend an Outdoor Activity week at Strathclyde Park, which includes many different and varied activities to challenge our children. This opportunity to take part in different activities in an outdoor setting helps the children become more self aware, self disciplined, learn to be more tolerant of others and work co operatively with them.

16. Freedom Of Information

The 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. These requests, –which – generally have to be in writing – can come in to any part of the Council. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Co-ordinator can be contacted by telephone on 01698 302484



17. Data Protection Act 1998

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to Freedom of Information and Records Management Officer at Municipal Buildings, Kildonan Street, Coatbridge, ML5 3BT.

Privacy statement for enrolment of pupils in a North Lanarkshire School

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

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

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

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

How will we use this information?

Your personal information will be used:

- to 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 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 our website at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> q2

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 AlTeam@northlan.gov.uk

The Information Commissioner

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

Information Commissioner's Office
45 Melville Street, Edinburgh, EH3 7HL
Or by e-mail to

casework@ico.org.uk

Transferring Educational Data About Pupils

Education authorities and the Scottish Government

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

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of your 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 data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we 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, SGEP, Area 1B Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audiotape, braille and large print.

Want more information?

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

18. Child and Adult 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:
Telephone Number:

Mrs Laura Alcorn Head Teacher
01698 522740

The safety and well being of our children is of the utmost importance. Staff receive regular training in child protection procedures and the head teacher is the designated child protection co-ordinator. Any information shared between children, parents and staff will be treated sensitively and confidentiality respected as far as is possible. However, there may be occasions where information received may have to be shared with other agencies for the benefit and well being of the children.

If you have any questions or concerns about child protection please do not hesitate to contact the head teacher. Child Protection leaflets are available in the school foyer.

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:
Telephone Number:

Mrs Laura Alcorn Head Teacher
01698522740

19. Promoting Positive Relationships & Behaviour

At Holytown Primary we are a Bronze Rights Committed school. The Rights Respecting School Award (RRSA), run by Unicef, recognises a school's achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) into practice within the school and beyond. The award takes a whole school approach to child rights and human rights. Child rights education can be defined as learning **about** rights, **through** rights and **for** rights within a context of education **as** a right. At Holytown Primary School we respect that everyone in the school has the right to be treated fairly, and to feel included in any decisions that are made that will affect everyone in our school, this includes; staff, pupils and parents. At Holytown Primary School good behaviour is expected from all children. Good behaviour is demonstrated throughout the school and all children are aware of this expectation. At Holytown Primary we respect the rights of everyone in our school and strive to inform others of their rights and we expect everyone to respect the rights of each other. At Holytown we:



- Listen
- Respect
- Communicate
- Demonstrate kindness and fairness to everyone

What does our Holytown behaviour policy look like in practice?

In the classroom

- Each class is equipped with a **Go for Green** wall chart
- Each teacher is issued with a **Go for Green** stamper
- A rights respecting charter is displayed in all classrooms
- A rights respecting ladder is positioned in every class, visible for all children to see
- Each child has their own peg which can be moved up or down the rights respecting ladder

What it means to pupils of Holytown Primary School

All children at Holytown Primary School will have the opportunity to go beyond the traditional green for good behaviour as green is where almost all of our children are daily. All children will have the opportunity to go beyond green and have their exceptional kindness and respect rewarded. All children will have the opportunity to go beyond green and everyone within the school community will be able to reward children for respecting their own rights and the rights of others.

Recognition of exceptional kindness and respect will be rewarded by:

- Raffle tickets handed out in the playground by support staff and transferred into a class stamp and moving their peg up to the appropriate level on our Rights Respecting ladder.
- Teachers will encourage children to aim for beyond green on the Rights Respecting ladder and give a stamp to a child when they go beyond green.
- Children who have obtained 10 stamps on their Go for Green class chart will be given a privilege card. This card allows them access to the end of term privilege.
- All children will be rewarded monthly for staying on green.

School procedures used by class teachers and support staff

All children begin the day on green/ready to learn. Children can move up or down the ladder depending on the right that has been noticed by class teachers and support staff, for example moving up to 'Fantastic Friend' when they have shown exceptional kindness or respect towards others. Children are able to earn multiple stamps throughout the day if appropriate.

Consequences when rights are not respected

Children will always begin the day on green and in line with expected school behaviour be provided the opportunity to think about their actions and discuss the choices that have been made. When a pupil makes a choice to behave in an inappropriate or disrespectful way the following procedures will be followed.

1. Children have a verbal conversation around their choice of behaviour.
2. If behaviour persists, a 'Stop and Think' card will be issued.
3. If a 3rd reprimand is needed, the child will be moved down onto amber on the Rights Respecting ladder, which states 'Think About It', this reflects article 1 of the UNCRC, Stop and think about the rights of yourself and others around you. All people should have their rights respected.
4. Persistent behaviour and the choice to not correct their behaviour will result in the adult and child having a conversation to discuss the reasons the behaviour is continuing. This is when an adult would step in and encourage the child to make a better choice. This links to article 13 of the UNCRC, 'All adults will make decisions that will be best for you. When adults make a decision they think about how to make you (and other children) safe.'
5. The child would at this point lose 5 minutes from their monthly fun activity.
6. If a child loses more than 15 minutes consistently over a monthly period this must be brought to the attention of SMT (Senior Management Team) who will decide upon the appropriate action.

All children should understand that every day is a new day and a fresh start and that all children begin each day on green/ready to learn.

Rewards

- Children who have stayed on green all month will be able to pick their monthly fun activity first.
- Those who have gained a privilege card can trade them in for the 'Big Privilege Treat.'
- Each term the privilege will reward those who have gone above and beyond green to demonstrate exceptional kindness and respect towards others

Anti-Bullying

'North Lanarkshire Council is committed to the belief that every child and young person has the right to grow up free from bullying. We want children and young people to live, learn, socialise

and work in an inclusive community where differences between people are valued, people support one another and treat each other with respect, empathy and compassion.'

(NLC Anti-Bullying Strategy, Bullying: It's Never Acceptable 2012)

Holytown Primary School and Nursery Class promotes an ethos of respectful relationships and behaviour. We recognise we must support young people should instances of bullying occur. The school will work together with parents to ensure pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

We continue to prevent and address bullying behaviour using the following strategies:

- Promoting a positive ethos and creating a climate of respect for everyone's rights
- Raising awareness of rights and how to respect them
- Mental, emotional and social health and wellbeing (SEP) programmes, e.g. Circle Time, Promoting Alternative Thinking Skills (PATHS), Social Stories, Restorative Practices.
- Positive behaviour strategies within the classroom and wider school.
- Repairing relationships through restorative approaches.
- Increased playground supervision, peer support and (SEP) Playground Buddies.
- Personal support and additional support for those involved. (SEP) Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for our children and staff.
- An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Supervision in Non-Class Time

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. Our janitor and support staff will be in the playground during break times, these are 10.40 – 10.55 a.m. and 12.30 – 1.15 p.m. While in the playground, supervisors will interact with the children in playground games and deal with any problems, which arise.



20. Home And School Links

We endeavour to build up a positive relationship with all our parents, who are always welcome to come to the school to discuss any matter relating to their child's welfare. If there is any problem, it is much better to come and discuss it at an early stage. As the school is a very busy place it is best to make a mutually suitable appointment so that individual attention can be given to the problem.

- The school will contact parents at an early stage if there are any problems relating to their child in school.
- Parents are encouraged to volunteer as helpers in the school, helping out with such things as play activities, trips, leisure activities and library. We are always looking for new helpers and your help would be invaluable.
- The Principal Teacher co-ordinates our Parent Helper Programme.
- Parents are kept informed about school events through regular newsletters, our twitter account and our school app.
- Parents' interviews will be held during the first and fourth terms, when at least two weeks' notice will be given.
- We hold open afternoons during the year on a variety of topics to keep parents up to date with educational issues.
- We have an elected Parent Council who work together to support the school.

- We have an excellent Parents and Friends Association who hold many fund raising events throughout the year and are a wonderful support to the school.
- We are very proud of our school and you are always welcome to come and see what we do

The children's jotters are sent home each term in our 'Jotter Bags'. This gives parents a chance to sit with the children and look at and discuss the work in the jotters. There is a response slip for parents and children to complete giving feedback on the jotters and the work within them.

Parental Involvement

The school is pleased to have the regular support and commitment of a small group of parents and volunteers who give of their own time to support the organisation of school activities. Any parent or grandparent is welcome to help on a regular basis or as a helper on school excursions. The experience proves to be valuable for pupils, parents and staff. Members of the community wishing to become included in these types of activities have to become members of the PVG Scheme (formerly Disclosure Scotland). This is to safeguard pupils and parent helpers. Please contact the school if you wish to volunteer as a Parent Helper.

Contacting the School

Parents and carers are welcome to contact the school at any time. There are several ways you can get in touch with the school:

- Contact the office to arrange an appointment with a member of staff.
- Telephone: 01698 522740

Please note that due to teaching commitments and other daily duties, it may not always be possible for parents to talk with a member of teaching staff immediately

Reporting to Parents ^[L]_[SEP]

A report will be sent out at the end of the year so that you can see what your child has been doing and how they have progressed. In addition, there will be parent consultation evenings, which offer you the opportunity to discuss your child's progress and you can contact the school at any time to discuss any matter that you wish to raise.

In order to provide parents with information about their child's progress there will be:

- A Parent Consultation with the class teacher in September.
- A Parent Consultation in March/April.
- An end of year report issued in June. ^[L]_[SEP]

We believe that the discussions between teacher and parent at the Parents Consultation will enable parents to encourage and influence their child's behaviour, attitude and performance in school. ^[L]_[SEP] Pupil reports will help you to get to know more about the Curriculum for Excellence, which each child follows and describes what has been taught how your child is progressing within the curriculum. ^[L]_[SEP] When parents who live apart share responsibility for a child, the parent with which the pupil resides will be sent reports, letters and appointment information. We ask that this information be shared with the other parent. If this is not possible, we will be happy to provide a second copy. This should be requested in writing to the Head Teacher. ^[L]_[SEP]

It is also possible for parents who are separated to have individual appointments for Parent Consultations. ^[L]_[SEP]

Complaints Procedure

Details of the Complaints policy for Holytown Primary School and Nursery can be accessed at on our school website, www.holytown.n-lanark.sch.uk

Concerns about a Pupil

If a parent has a concern about a child; they should contact the Head Teacher who is the Child Protection Co-Ordinator in the first instance. All concerns will be treated seriously. We will work in partnership with parents and families to ensure a suitable outcome for all concerns.

21. Attendance At School & Nursery

Attendance and punctuality have a high profile in Holytown Primary and are carefully monitored. Parents are asked to co-operate with and support us by ensuring their child is at school on time. Parents of children frequently late for school will be contacted to try to remedy the situation. Attendance at school is of **vital importance**.

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. Parents must inform the school by letter or telephone if their child is likely to be absent for some time and give your child a note on his or her return to school confirming the reason for the absence. This note will be kept on file by the teacher. Parents are asked to inform the school at the beginning of the day, preferably by 9.30 a.m. of any absences. If an absence is unexplained we will phone or text to check that the child is safe at home. This is to ensure the safety of the children and we appreciate your co-operation.

Family Holidays During Term Time

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

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

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

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

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the Head Teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised. ^[1]_[SEP]

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 ^[1]_[SEP] for cultural reasons)

- Leave in relation to the children of travelling families

Exceptional Domestic Circumstance

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 ^[SEP]home, causing temporary relocation. ^[SEP]

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

The school will work to promote attendance. The Head Teacher will conduct monthly attendance checks and write to all parents of children whose attendance falls under 80%. If there is no improvement in attendance, the school will invite parents to a meeting to discuss their child's attendance. If absence is unexplained, the school attendance officer will be contacted and asked to investigate. The authority has the power to write to, interview or prosecute parents, or refer pupils to the reporter of the children's hearings if necessary. When a child does not return to school after lunchtime because he/she is unwell, we would appreciate a message being sent to the school, so we do not initiate a search for a lost child.

Nursery Attendance ^[SEP]

Attendance at nursery is recorded as the children arrive for each session and they are expected to attend regularly. It is the responsibility of parents to notify the Nursery if a child will be absent from nursery by telephone. ^[SEP]If no contact is made, the school staff will follow procedures issued by NLC, to ensure the child is safe. ^[SEP]If a nursery place is not used regularly without good reason there is a possibility it could be given to another child on the waiting list.

22. Clothing And Uniform

All North Lanarkshire schools must have a dress code, which encourages pupils to dress in a way, which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the 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 any school or First Stop Shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: income support, job seeker's allowance (income based), Employment and Support Allowance (income related), housing benefit, council tax rebate.



Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the head teacher's authority and be detrimental to the well being of the whole school community. In such circumstances a head teacher 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 are asked to assist in this area by ensuring all items of clothing are named and valuable items and unnecessarily expensive items of clothing, jewellery etc. are not brought to school. Parents should note that and any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.

Holytown Primary School Dress Code Is:

Indoor Wear

A white polo-shirt or shirt and school tie, navy sweatshirt, cardigan or tank top with school logo worn with **self coloured** navy or grey skirt, trousers. Children **must** change shoes for indoor use and for all hall activities.

Outdoor Wear

There is no stipulated uniform and pupils are free to wear any type of outer garment, which is in line with North Lanarkshire Policy. **No football colours or football logos are allowed.** Navy jackets and hats with Holytown Primary School logo are available for sale.

P.E. Kit

It is essential that suitable clothing for safety and comfort must be worn. Navy shorts, white tee shirt and gym shoes/plimsolls must be worn. As all children have 1 session of outdoor P.E. per week they should have navy/grey jogging bottoms or leggings and outdoor trainers. Again no football colours are allowed. For Health & Safety reasons the only jewellery allowed in school is a watch and small stud earrings, both of which **must be** removed for P.E. under health and safety regulations.

***Navy Joggers

23. School Meals

The Scottish Government have passed the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which ensures that health promotion will have a central and continuing focus in education. In Holytown all the food served in our kitchen complies with the nutritional requirements specified by Scottish Ministers in these regulations. The meals are prepared in our school kitchens and are served at either 12.15 or 12.40pm. The school operates a cashless cafeteria system where children can choose from a variety of foods and can have anything from a snack to a full meal. We have a pre ordering system in place within the school, where pupils order their meal at the beginning of the school day. Price Lists and menus are issued to parents and updated regularly. Menus are available on request, can be found on all newsletters or online at www.northlanarkshire.gov.uk/index.aspx?articleid=5594 or by googling North Lanarkshire primary menu.

Special Diet Procedures

Any child requiring a special diet can be catered for if prior notification is given. Please inform the Head Teacher if this is the case. Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A **medically prescribed diet form** must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the school, dietician or North Lanarkshire Catering Services.



Occasionally, parents/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. The child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service to ensure appropriate food provision. Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

Children who bring packed lunches in eat these in the dining area. **All P1 – P4 pupils are entitled to a free school meal, from January 2022, P5 pupils will also qualify for a free meal** Children of parents receiving income support or job seekers allowance (income based), employment and support allowance (income related) are entitled to a meal without charge.

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.

Information and application forms for free school lunches may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge. 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 and Support Allowance (income related), housing benefit, council tax rebate. Children in receipt of free school meals have their lunch money added to their card automatically each morning. (They must add their own snack money).

Only those children who receive a free school meal are entitled to free milk. Milk is available for purchase in the school during the lunch period and at the morning interval. Healthy snacks are available for children to buy at playtime too. The school runs a breakfast service each morning from 8.15 p.m. Breakfast consists of cereal, toast and milk/water to drink. The breakfast costs £1 per individual child, family of 2 is £1.50 and children who receive free school meals are free, this includes P1-P3 children.

24. 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 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.

25. Transport

The Council has a policy of providing free transport to primary pupils who live more than one mile from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents/carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.



Pick up Points

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

Placing Requests

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

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

26. Medical And Health Care

During each child's school life, a number of checks are available. The school nurse, nurse assistant, school doctor or audiologist may carry them out. These checks will be carried out in P1, P4 and P7 and at other times if there is a concern. Parents may refer their children at other times to the Medical Officer for examination or advice.

If your child takes ill in school, a parent/carer or emergency contact will be informed as soon as possible. **It is vital that up-to-date emergency contact is on file at the school office.** (This may be a relative, a friend or a neighbour).

Minor accidents are dealt with within the school and parents are informed if it is felt there is a

need. If a child has had a bump to the head, parents will be informed and may decide to take them home.

Should there be a more serious accident, the pupil will be taken by car immediately to the local medical centre, where the doctor's advice will be sought. The parent will be informed at the earliest possible opportunity and advised of the situation. In an emergency situation, an ambulance will be called and a member of school management will accompany the child to hospital.

Any factor, which could affect the general health and well being of your child during school hours should be made known to the Head Teacher.

Medical Information

The doctor considers medical information confidential and therefore little is made available to the school. We rely on parents to inform us if a child has a serious problem, which may affect his/her school activities. Any such information should be notified to the Head Teacher.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment. In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service.

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

Routine Checks

The school nurse makes regular visits to school to check on the general well being of the children. She carries out preliminary tests on eyesight or if a teacher or parent suspects that a child is having difficulty. Each child's hearing is tested twice during the years in primary school.

Dental Inspections

These are also carried out routinely on P1 and P7 children. Parents are advised of their child's dental/oral health.

Medicines

Children **should not** be given medicine to be taken at school. If, for any reason you would wish your child to take medicine (e.g. if your child has been absent and is well enough to be back, but has not finished the course prescribed by the doctor) you must follow procedures, set out by the Council. We are only permitted to administer prescription medication, this includes paracetamol and ibuprofen. These procedures exist to ensure the observation of safe practices and are as follows:

- Inform Head Teacher of any medicine required to be taken by your child during the school day
- Attend a meeting which shall be arranged to discuss the details
- Assist with the administration of the medicine in particularly complex cases
- Complete the parental request form and pass to Head Teacher with the medicine
- Ensure that the medicine container is clearly labelled with:
 1. The name of your child.
 2. The name of the medicine
 3. The dosage and time

- Note that oral information will not be acted upon
- Provide not more than one week's supply of medicine at one time

If your child suffers from asthma, it is essential that you inform the Head Teacher of any restrictions, which need to be applied to his/her activities, and the medication, which has been prescribed, so that this can be used during an attack.

If your child suffers from epileptic attacks, it is essential that you inform the Head Teacher of the appropriate emergency treatment which should be given.

If your child has an allergy it is essential you inform the Head Teacher. If a known nut allergy exists which can cause anaphylaxis an epi-pen of adrenalin must be kept in school.

Parents are responsible for checking that medications are still in date on a 4 weekly basis. Medicines must be collected at the end of the school year. Any not collected will be sent to the local pharmacy for disposal.

27. 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 and on local radio, on the NLC website and twitter.

The importance of the school having up to date emergency contacts must be emphasised.

In the case of extreme emergency during the school day when the school premises and grounds have to be vacated, the school will assemble at the Community Centre, Stevenston Street, Holytown, Tel No. 01698 732561. In such an event children will be collected from there.

28. The Parent Forum

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

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

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

The Parent Council

Councils came into force on 1 August 2007.

The membership of Holytown Parent Council will be a minimum of four parents of children attending the school. The maximum size is nine.

The Parent Council will be elected for a period of 2 years for the chairperson and 1 year for all other members. The head teacher is the professional adviser to the Parent Council.

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

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

Chairperson Naomi Murray
Vice Chairperson Gordon Murray
Treasurer Laura McCallum
Secretary Barbara Nelson

29. Addresses

North Lanarkshire Council
Education Skills & Youth Employment
 Municipal Buildings
 Kildonan Street
 COATBRIDGE ML5 3BT
Telephone: 01236 812823

Chief Executive's Department
 Civic Centre
 Windmillhill Street
 MOTHERWELL ML1 1AB
Telephone: 01698 302222

Councillor Jim Reddin
Councillor Frank McNally
Councillor David Baird

} Civic Centre
 Windmillhill Street
 Motherwell
 ML1 1AB
Telephone: 01698 302222

Education Officer Robert Smith
Continuous Improvement Officers Kevan Egan
 Brendan Duffy

} Learning & Leisure Services
 Municipal Buildings
 Kildonan Street, COATBRIDGE,
 ML5 3BT
Telephone: 01236 812222

Help and advice on any matters relating to Support for Learning can be obtained from:

Additional Support Needs Manager Donna McCann

NLC Support for Learning Base
 Motherwell, Wishaw & Shotts Area
 Berryhill Primary School
 Hillcrest Avenue
 Wishaw, ML2 7RB
Telephone: 01698 274656

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.

0345 123 2303

info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

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

Resolve (Independent Adjudicator)

Telephone: 0131 222 2456

Scottish Independent Advocacy Alliance

London House

20-22 East London Street, Edinburgh, EH7 4 BQ

enquiry@siaa.org.uk

www.siaa.org.uk

Telephone: 0131 556 6443

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS, Europa Building, 450 Argyle Street, Glasgow, G2 8LH

ASNTSinquiries@scotland.gsi.gov.uk

Helpline: 0845 120 2906

Area Community Education Officer

Mr Stuart Wright

Community Learning & Development

Orbiston Business Centre

Babylon Drive, Bellshill, ML4 2DN

Telephone: 01698 747725

Member of Parliament

Neil Gray, MP

Member of Parliament for Airdrie & Shotts

House of Commons

London, SW1A 0AA

Member of Scottish Parliament

Richard Lyle, MSP

The Scottish Parliament

Edinburgh, EH99 1SP

NHS Lanarkshire:

Bellshill Health Centre, Bellshill

Telephone: 01698 575700

Motherwell Health Centre, Motherwell

Telephone: 01698 242610

Social Work

Bellshill

303 Main Street,

BELLSHILL, ML4 1AW

Telephone: 01698 346666

Motherwell

Scott House, 73/77 Merry Street,

MOTHERWELL, ML1 1JE

Telephone 01698 332100

