



Kirkshaws Primary School & Nursery Class



Handbook 2025



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Welcome Message from the Head Teacher

Dear Parents/Carers,

As the Head Teacher, I warmly welcome you to Kirkshaws Primary School.

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

We look forward to welcoming our new pupils and parents to our school community. In partnership with you, we aim to provide high quality education for all children that will enable them to develop intellectually and socially within a welcoming, safe, and nurturing environment. We strive to provide challenging and enjoyable learning experiences that will develop skills for learning, skills for work and skills for life and will motivate children to become lifelong learners. We hope that you and your child will enjoy being part of our school in the years to come.

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

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

We look forward to working in partnership with you and your child and we welcome you to Team Kirkshaws.

Ms Megan McCrossan
Head Teacher



Section 2 School Information

Kirkshaws Primary School and Nursery Class are both co-educational and non-denominational learning environments.

School Name	Kirkshaws Primary School and Nursery Class
Address	Old Monkland Road Coatbridge ML5 5EJ
Telephone number	01236 632054
E-mail address	enquiries-at-kirkshaws@northlan.org.uk
School Website	https://blogs.glowscotland.org.uk/nl/kirkshawswebsite/
X Account	@KirkshawsPS
School Planning capacity	315
Present School Roll	189
Nursery Capacity	48 on a full time, term time basis
Present Nursery Roll	42
Stages covered	Primary 1 – 7 Nursery 3-5 Years old
Current Class Structure	Nursery Class P1 P2 P3 P4/3 P5/4 P6/5 P7/6



P7

This session the school has 4 composite classes. Due to legal restraints in class size, it is often necessary for composite classes to be made, with pupils from different stages working together in the same class. When creating composite classes, the school leadership team works alongside class teachers to create working groups that consider academic progress, cooperative learning opportunities and friendship groupings. Kirkshaws staff will plan and deliver differentiated lessons tailored to the needs of your child, irrespective of the class they are in.

Letting Procedures Any community organisation wishing to use the school premises must apply for a let. Further information can be obtained from the North Lanarkshire Council website.

<https://www.northlanarkshire.gov.uk/your-community/community-facilities>

We have strong links with our associated secondary school, Coatbridge High School. Transition events are planned throughout the school year and are targeted at all senior pupils, not just those in Primary 7.

Associated Secondary Coatbridge High School
17 Park St.
Coatbridge
ML5 3NH
Tel 01236 794848



Parent Council We have an active parent forum, led by our Parent Council. This group meets regularly and also organises fundraising events throughout the year. Visit <https://blogs.glowscotland.org.uk/nl/kirkshawswesite/parent-council/> to keep up to date with the activities of our Parent Council.



Section 3 Our Staff Team

Senior Leadership Team

Ms Megan McCrossan	Head Teacher
Ms Debbie McGarry	Principal Teacher
Ms Lynsey Rae	Principal Teacher (acting)

Teaching Staff

Mrs Gillian Harkness	Primary 1
Mrs Agata Kurek	Primary 2
Mr Jack Docherty & Mrs Jenna Canning	Primary 3
Mrs Fiona Stockwell & Mrs Bernadette Paterson	Primary 4/3
Miss Emma Curley	Primary 5/4
Mrs Kirsty King	Primary 6/5
Mr Adam Haggarty	Primary 7/6
Mr Andrew Gall	Primary 7
Mrs Bernadette Paterson & Mrs Jenna Canning	Non-Class Contact Time
Mrs Jenna Canning & Ms Lynsey Rae	Support for Learning

Nursery Staff

Mrs Lynsey Drake	Lead Early Learning Practitioner
Miss Shannon Allerdycce	Key Worker
Miss Danielle Smith	Key Worker
Miss Claire Loudon	Key Worker
Mrs Emelia Kulakowska	Key Worker
Miss Niamh Murphy	Key Worker
Ms Carol Hurst	Support Worker
Mrs Zalina Arbiyeva	Support Worker
Mrs Fiona Merckel	Support Worker

Support Staff

Mrs Alice Dillon	Classroom Assistant
Miss Caroline Payne	Additional Support Needs Assistant
Ms Angela Watson	Additional Support Needs Assistant
Mrs Agnes Stewart	Breakfast Club & Dining Hall Supervisor



Clerical Staff

Mrs Karla Quinn
Mrs Monica McGrath

Senior Clerical Assistant
Clerical Assistant

Facilities

Mr Ian Evans
Mrs Rosemary Bell
Miss Elizabeth Doran

Facilities Officer
Cleaning Supervisor
Catering Manager

We have a full-time equivalent teaching staffing level of 12.6FTE. This is adjusted each session to take account of the number of children who attend our school.

Composite classes are formed based on groups of children who are working together in literacy and numeracy at particular stages. Our approach to the formation of these classes is in line with North Lanarkshire Council's policy. All parents are issued with an information letter from the Head Teacher in June to explain how classes are formed for the following session. This information is also published on the school website.

* Teachers have a total class contact time of 22 ½ hours under the McCrone Agreement.

Several other members of staff support our school and children across the school year.

Ms Jade Evans
Ms Gillian Goldie
Miss Caitlin Paton
Mrs Jacqui McKinnon
Mrs Fiona Notman

Educational Psychologist
Cluster Improvement and Integration Lead
Cluster Resource Teacher
Cluster Support Teacher
Active Schools Coordinator



Section 4 School Hours and Out of School Care

SCHOOL HOURS

School Opens 9.00am

Morning Interval 10.30am – 10.45am

Lunch Break 12.15pm – 1.00pm

School Closes 3.00pm

Primary One pupils attend school full time from the first day of term in August.

We like your children to be on time but remember it's better to come late than not come at all. An adult presence is provided in playgrounds at breaktimes as outlined in the Safety and Supervision of Pupils (Scotland) 1990 Regulation.

BREAKFAST CLUB

The Local Authority provides funding for a breakfast service daily between 8:15am and 8:50 am. This supervised service consists of water, cereal and toast. This is free to pupils who are in Primary 1-5 and those in receipt of a free school meal.

An application for free school meals can be accessed via the North Lanarkshire website. For all other pupils the cost is £1 per day, with a sliding scale for families of 2 at £1.50 per day and families of 3 at £1.80 per day.

There is no need to book in advance or attend every day. It is a drop-in service. Mrs Stewart organises a range of games and craft activities after the children have eaten.

Playground supervision begins at 8.45am and children should not be arriving in school before then, unless attending Breakfast Club.

NURSERY HOURS

Our Nursery Class provides 1140 hours of early years education across the school year, through a term time model.

Nursery Opens 8.50am

Nursery Closes 2.50pm

All nursery children are entitled to a free lunch. Children eat together in the nursery.



AFTER SCHOOL CARE

After School Care is provided locally by two different organisations. Both groups collect children from Kirkshaws Primary School at the end of the school day.

Our Zone	Coatbridge Community Centre 9 Old Monkland Road Coatbridge
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01236 638499

Clydesdale After School Care	Time Capsule 100 Buchanan Street Coatbridge
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01698 352270

07980686705



Section 5 School Holidays

NLC School Holiday Dates for Session 2025/2026

August 2025

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

Wednesday 13 August 2025 (In-service day)

Thursday 14 August 2025 (Return date for pupils)

September 2025

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

October 2025

Monday 13 to Friday 17 October 2025 (October week)

November 2025

Monday 17 November 2025 (In-service day)

December 2025 – January 2026

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

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

Schools return on Monday 5 January 2026

February 2026

Monday 16 February 2026

Tuesday 17 February 2026

Wednesday 18 February 2026 (In-service day)

April 2026

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

Monday 6 April - Friday 17 April 2026 (Spring break)

Schools return on Monday 20 April 2026

May 2026

Monday 4 May 2026 (May holiday)

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

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

June 2026

Schools close at 1pm on Friday 26 June 2026

Dates correct as of Jan 2025 and taken from NLC website. Please click on the following link to check for any changes throughout the school year. <https://www.northlanarkshire.gov.uk/schools-and-learning/school-holidays-and-term-dates>



Section 6 Transfer Arrangements and Enrolment

ENROLMENT

Parents and carers of children who turn five between 1 March 2024 and 29 February 2026 should register during the week starting Monday 13 January to Friday 17 January 2025 for starting primary 1 in August 2025.

Parents and carers should take their children to the appropriate local primary school during that week at the times designated by the school and **must** produce a birth certificate(s) and a current council tax notice.

Please do not hesitate to contact us if you wish to speak with Ms McCrossan regarding registration or wish to visit us to view the establishment. Contact details can be found in Section 2 of the Handbook.

Parents and carers who intend to defer entry for their child to primary school and wish for an additional year of funded early learning and childcare should register their child for school as described above and complete the deferred entry form. This document is available from the school and on the [Deferred entry to primary school](#) page located on North Lanarkshire Council's website.

Formal transition arrangements are communicated to parents after all new entrants have formally registered and usually take place between April and June.



TRANSITION

Starting Nursery

As you settle into Kirkshaws Nursery Class we will aim to:

- offer a relaxed, welcoming environment where everyone feels valued, happy and safe.
- recognise and support the emotional, social and academic needs of your child as they arise.
- work in partnership with families to ensure we are best meeting your needs during this time of change.

Starting P.1

Due to Kirkshaws Nursery Class being located within the primary school building, transition for most of the children going into the Primary 1 class is smooth and seamless. However, Kirkshaws staff put a great deal of effort into developing strong links between associate nurseries to ensure that all children, and not just those attending Kirkshaws Primary Nursery Class, experience the same quality of transitional care. An infant teacher visits each child within their nursery environment and liaises closely with each child's Nursery Keyworker. We also offer visits and parent and child workshops in the two terms prior to the children starting school.

Starting S.1

Kirkshaws Primary School has established a strong partnership with its associated secondary school, Coatbridge High School. Beginning in Primary 6, pupils take part in an extensive high school experience timetable which includes tours of the school and taster lessons as well as many opportunities to take part in organised events and learning experiences. These experiences help to prepare pupils, and parents, for a smooth transition between primary and secondary and strives to provide the children with a continuity of learning.



Section 7 Equal Opportunities and Social Inclusion

As an establishment we are fully committed to eliminate unlawful discrimination and promote equality of opportunity for and between different groups of people in line with the Equality Act 2010, the Service's Equality and Diversity Policy 2018 and the Council's Equality and Diversity Policy and Equality Strategy 2019 -2024.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

- We provide for all pupils, regardless of gender, race, ethnicity, religion or disability.
- We are mindful of the difficulties some groups can face, and we ensure that any obstacles to them are removed.
- We value each pupil's worth.
- We are aware of personal prejudices and stereotypical views, and we avoid labels related to these.

PROCEDURES FOR DEALING WITH RACIAL HARASSMENT

- Pupils are encouraged to speak to an adult if they have been involved in an alleged racist incident.
- This information is then passed on to the headteacher who takes this seriously and investigates the alleged incident thoroughly.
- If the allegation is deemed to be of a racist nature, a discussion on the seriousness of this type of incident takes place.
- It is then logged and parents of all pupils involved in the incident are informed of the seriousness of the behaviour and the detrimental effects it may have both within the school and the wider community.

When managing racist incidents, we have 3 aims:

- To protect the victim or potential victims.
- To make clear the unacceptability of racist attitudes and behaviour.
- To promote attitudes of acceptance, open-mindedness and co-operation.

Whilst responding to a racist incident is essential, it is equally critical that we are proactive in teaching pupils to challenge racism. This is taught across curricular areas especially personal and social development and religious and moral education.



We are committed to ensuring our policies and practices do not impact adversely on any group(s) of people and opportunities to promote equality are actively pursued. The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>



Section 8 Curriculum for Excellence

WHAT IS CURRICULUM FOR EXCELLENCE?

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

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

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

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

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

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

Curriculum for Excellence is defined as:

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

These contexts are:

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



WHAT ARE THE CURRICULUM FOR EXCELLENCE LEVELS?

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

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

WHAT IS THE BROAD GENERAL EDUCATION?

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

CURRICULUM AREAS AND SUBJECTS

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

The 8 curricular areas are:

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

At Kirkshaws Primary we will provide opportunities for pupils to develop skills for learning, life and work, including literacy, numeracy and health and well-being, both in and outside of the classroom. We often use the outdoors as a rich context for enhancing children's learning.

NUMERACY & MATHEMATICS

We encourage our pupils to become confident mathematicians by providing them with opportunities to learn the skills required to work with problems and enquiries. Pupils also experience mathematics in a variety of contexts: real, imaginary, simulated, as well as problems and investigations.



At Kirkshaws Primary, we recognise that children acquire strategies and numerical knowledge through a series of different stages – the Stages of Early Arithmetical Learning (SEAL). Teaching staff look at children's strategies for dealing with number and plan learning to build on those skills.

Digital technologies have an important role in learning maths. They can motivate children, support different kinds of learning and be a vital tool when using or applying mathematics

You can help your child by:

- *Playing counting or number games*
- *Encouraging money handling*
- *Allowing child to weigh and measure items around the home*

LITERACY & ENGLISH

The teaching of Reading, Writing, Talking and Listening is developed using North Lanarkshire's programme for Active Literacy. This research-based programme provides a structured approach to teaching all aspects of literacy. Reading and spelling are taught using a synthetic phonics approach.

Pupils are provided with opportunities to work with a wide variety of texts including fiction, non-fiction and media. Classroom resources are backed by a central library containing reference materials.

Metacognitive strategies for reading comprehension, and reciprocal teaching, are key components of the lessons. Opportunities for talking and listening are provided in all stages of the school.

Parents and Carers will be invited to an introductory session when their children start in Primary 1, so that methods can be outlined. This will allow us to work in partnership to give the children a sound base from which to progress.

You can help your child by:

- * *reading stories aloud*
- * *encouraging reading at home*
- * *telling family stories encouraging your child to tell you stories and listening to them*
- * *visiting the local library to develop an interest in books.*



Literacy across learning as a responsibility of all practitioners is taught through interdisciplinary topic work.

Pupils in Primary 5, 6 and primary 7 are taught French and Spanish. The additional language being developed currently is French in Primary 1 and 2. French is taught in Primary 3 and 4.

HEALTH & WELLBEING

Our Health Education Programme aims to provide an opportunity for our pupils to increase their knowledge and understanding of the many aspects of their wellbeing. There is a monthly focus on one of the eight indicators of wellbeing. You may hear these referred to as the SHANARRI Indicators; Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included. Our programmes of study are supported by our weekly assemblies, and outside agencies whenever appropriate.

Physical activity is important to the growth and development of our pupils. The P.E. programme is based on games as well as inventive and creative movement. Our Active Schools Co-ordinator supports us in this area of the curriculum and in organising and promoting activity- based clubs.

As a school we follow North Lanarkshire's Physical Education guidelines by encouraging all pupils not to wear jewellery on PE days and wear appropriate clothing. For further guidance please see the uniform section of this handbook.

Sexual Health and Relationship Education appears at an appropriate stage throughout the Primary years and parents are advised in writing when sensitive topics are planned. Meetings with Head Teacher/staff, to discuss any issues, can be arranged. Issues of substance use/abuse are also dealt with in a sensitive manner and parents may also discuss these topics with Senior Staff.

EXPRESSIVE ARTS

This encompasses the following subjects:

- Art & Design
- Drama
- Music
- Dance



From the earliest stages children love to paint, use crayons and pencils and express themselves in different ways. Art & Design activities promote discovery and understanding of ideas and feelings and can provide a way of expressing these visually. Some of our artwork comes from themes in social studies, but pupils are taught to use different techniques and are encouraged to be creative.

Very young children use imaginative play to explore, order and make sense of themselves and their world. Our drama programme provides opportunities to build on this process. Through drama, children develop self-confidence and an ability to communicate ideas and feelings.

Music is an important part of the curriculum. It is important that all pupils realise their full potential whatever their abilities. Brass tuition is available for pupils in Primary 5, 6 and 7 from a qualified instructor.

SCIENCE

At Early Level, children explore a variety of science concepts through interdisciplinary learning themes and purposeful play activities. At all other stages, there is a planned programme of science themes which will encourage pupils to develop a curiosity and understanding of their environment and their place in the living, material and physical world. Through our science curriculum, children develop and practice a range of investigation skills, such as predicting, testing, experimenting, presenting and interpreting data and drawing conclusions.

TECHNOLOGIES (INCLUDING ICT)

There are Interactive boards and internet access in all classrooms and playroom and all classes have access to laptop computers and iPads on a shared basis. We are resourced to deliver our Food Technology, and to prepare food associated to class themes and special occasions.

SOCIAL SUBJECTS

Through the Social Studies programme, our pupils will develop their understanding of the world by learning about other people and their values, in different times, places and



circumstances. Children learn about local, Scottish and World history and study our local area, other parts of Scotland and the wider world.

Educational visits are often arranged to places such as Summerlee, Motherwell Heritage Centre or other local places of interest to support our social studies programme. In addition, children explore North Lanarkshire Council, the Scottish Government and the European Parliament, as they develop as citizens of Scotland and the wider world.

RELIGIOUS & MORAL EDUCATION

Our RME programme gives opportunities for children to reflect on their own values and develop respect for beliefs and practices that are different from their own. Children look in detail at three main religions: Christianity, Islam and Judaism. Themes such as Anti-Racism, Anti-Sectarianism and Anti-Semitism are also explored. We create opportunities for children to experience aspects of festivals and celebrations (e.g. music, customs and food) and to visit a variety of places of worship.

THE SENIOR PHASE

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

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

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements



- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

PERSONAL SUPPORT/CAREER PLANNING

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

ASSESSMENT AND REPORTING

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

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

In Kirkshaws Primary School, assessment is an integral part of teaching and learning, and pupils are continuously assessed in an informal way as part of the daily class routine. Pupils are involved in personal target setting, which follows on from pupil discussion with teachers about their progress. Targets are shared with parents during parent meetings twice per year. Knowledge and skills are developed and practised through interdisciplinary themes which provide both breadth and depth for pupils. Pupils are encouraged to evidence their learning using a variety of recording/presentation media.



At other times, standardised assessments may be used to help teachers assess pupil progress and to identify any strengths and diagnose any barriers to learning. All parents will receive a written report each year. This will indicate pupil's progress in all areas of the curriculum.

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. Formal Parent and Teacher consultation usually takes place in November, a full written report in April followed by a second Parent and Teacher consultation in May.



Section 9 Additional Support Needs

Kirkshaws Primary School and Nursery Class complies with Learning (Scotland) Act 2004 as amended by the Education (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.

At Kirkshaws Primary and Nursery Class, we ensure that our practices in relation to supporting our pupils is guided by the principles of Getting it right for every child (GIRFEC). This is the national approach in Scotland to help improve outcomes and support the wellbeing of all children and young people, by offering the right help at the right time from the right people for any child or young person who needs it.

Every child may need a little bit of support from time to time. When this is provided through normal learning and teaching, this is called Universal Support. Where a child requires something extra or different, additional or intensive support may be required. The 'Getting it Right for Every Child' or GIRFEC Pathway is used in school to identify, assess and support children's needs. At all stages, the support will be coordinated by a Named Person, usually the Head Teacher. The stages are detailed below:

Universal – The child's needs are met through high quality teaching and learning, and robust classroom planning within a nurturing environment. Adaptations and adjustments may be made to the teaching and learning environment. The school will utilise a range of assessment tools to gather a comprehensive picture of the child's wellbeing. If wellbeing or learning concerns are identified a GIRFME Plan may be formed.

Additional – Support may be requested from the Integrated Cluster Wellbeing Base, or from other agencies outwith Education and Families, such as Social Work, Health, or 3rd sector organisations.

Intensive – where a bespoke package of support is necessary, this will likely involve input from agencies across a number of sectors and may require a Coordinated Support Plan (CSP).



Where the school may seek advice and guidance from agencies such as Psychological Services, Health, or Social Work, parents are always consulted before a referral is made for the purposes of supporting learning.

Care Experienced 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. Support for children where English is an additional language is offered by way of a visiting specialist.

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

GETTING IT RIGHT FOR ME PLANS

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning 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.



DISPUTE RESOLUTION

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

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

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

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

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 for children and young people.

Resolve 0131 313 8844 (Independent Adjudicator)

Scottish Independent Advocacy Alliance: Mansfield Place, Edinburgh EH3 6BB
enquiry@siaa.org.uk www.siaa.org.uk

Additional Support Needs Tribunal (Scotland) ASNTS Health and Educational Chambers,
First Tier Tribunal for Scotland,

Glasgow Tribunals Centre, 20 York Street, Glasgow G2 8GT 0141 302 5860
www.asntscotland.gov.uk



Section 10 Improvement Plan

We are committed to the process of self-evaluation to inform whole school and nursery class improvements. The success of this process is dependent on how well our school, including the nursery class, knows how well we are doing now, where we want to get to and how we plan to get there.

Each year the school is required to produce an Improvement Plan which details the planned projects the school intends to carry out. Following an audit, including pupil, parental and staff consultation and consideration of local and national priorities, our Improvement Priorities for this session across the school and nursery include:

Our priorities for Session 2024-2025

Improvement Plan Summary	
Cluster Priority:	By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning. Improving Attendance through implementation of new NLC Attendance policy and procedures.
Priority 1:	School attendance across all stages (P.1-P.7) will increase from 90.2% in June 2024 to 92% in June 2025, as evidenced in data from SEEMiS registration.
Priority 2:	Attainment in Numeracy and Mathematics will be maintained at 83% in June 2025 as evidenced in combined ACEL data for P.1, P.4 & P.7.
Nursery Class Priority	By June 2025 attainment in Reading will increase from 65% to 80% 'on track' for the older learners. Amongst the younger pupils, the number 'on track' will rise from 39% to 65%.

This Improvement Plan will be reviewed in May 2025 and new priorities for session 2025/26 will be identified to take forward from August 2025. Parents, pupils and staff will be consulted when reviewing this year's progress and planning priorities for next session. Through self-evaluation, we continue to monitor standards across all learning, with a particular focus on Literacy, Numeracy and Health and Wellbeing.



Information about the progress of our Improvement Plan is discussed at Parent Council Meetings and shared with the wider parent forum through our monthly newsletters. A summary of the Improvement Report is issued annually to all parents.

Over the next three years we aim to build in more opportunities for parents to be involved in the learning process as we continue to improve moderation and assessment across the curriculum and close the attainment gap further.

Education Scotland: Further information regarding the implementation of Curriculum for Excellence and learning and teaching can be obtained from www.educationscotland.gov.uk

Section 11 Homework

Pupils are given homework in every stage of the school. The purpose of Homework is:

- To allow practice and consolidation of class work.
- To extend the learning experience in class by encouraging children to do further investigation at home or in the wider community.
- To enable children to become independent learners by encouraging ownership and responsibility for learning.
- To train children in planning and organising their time.
- To foster a partnership between home and school.
- To provide parents with the opportunity to share in their child's learning.
- To extend the range of experiences for pupils who require challenge and to reinforce them for those who need support.
- To improve children's self-confidence and motivation.

Pupils are given homework which will help to reinforce skills already taught. Homework should not take more than 15 – 30 minutes to complete each evening and children should be stopped from working if they appear to be experiencing difficulty with it. A note to this effect from a parent would alert teachers to any problems. Homework given includes reading, spelling, numeracy, written language work or, for older pupils, some research work for a topic.

No work will be given to children absent through illness or holiday.

Format and regularity of homework is due to be consulted on in the summer term of 2025.



Section 12 School Ethos

Kirkshaws Primary School is a happy, nurturing environment, where everyone is respected, valued and encouraged to achieve their full potential. In accordance with local priorities, we are committed to Raising Achievement for All, across all learning. While we continually encourage and support our learners to ensure academic success in school, we are aware of the vast range of learning that happens beyond the school gates.

PUPIL VOICE

All pupils are involved in the decision-making process in Kirkshaws. Regular House Family meetings allow all learners the opportunity to discuss factors to drive improvement and take part in the self-evaluation process, informing whole school planning.

In addition, there are other groups who play a key role in shaping our school environment. The following groups meet regularly:

- Rights Respecting Schools Steering Group
- DYW Committee
- Eco Committee
- Digital Leaders
- Outdoor Learning Group
- Reading Committee
- Sports Leaders

Committees can be added to this list at any time, at the request of any interested member of our school community.

COMMUNITY LINKS

We have worked hard to foster strong community links. The school and nursery benefits from regular visitors from the local Community Police, Fire Service and Health Service Staff. We work closely with Parents Action for Safe Play in Coatbridge. Learning is also enhanced by visits to nearby facilities, such as the local park and library. We enjoy working in partnership with St James' Way Sheltered Housing Complex and aim to build on this in the year ahead.



PROMOTING POSITIVE BEHAVIOUR

Our school behaviour policy is based on promoting positive relationships at all levels. Pupils are aware of the high expectations set by their parents and teachers. We value your support in this. The school also operates a successful House system. Pupils can collect house points from all members of staff when they demonstrate our core values in and around the school.

Section 13 Spiritual, Social, Moral and Cultural Values

Pupils learn about many aspects of the Christian, Islamic and Jewish faiths. We deliver a balanced, progressive programme which allows pupils to reflect on their own spiritual, social, moral and cultural views. Pupils are encouraged to compare aspects of Christianity with those of other world religions.

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

Section 14 Extra Curricular and out of Hours Learning

EXTRA CURRICULAR ACTIVITIES

Out of school activities are encouraged as a means of further enriching the life of the school. Activities on offer depend on the expertise and availability of staff. Over the last few years, we have offered Football, Games, Arts & Crafts, Cookery, Dancing, Choir and a range of other activities. Parent volunteers are welcome to come along and share their skills or interests with the children, to support our extra-curricular programme.

Each year classes are involved in an educational excursion, usually linked to their learning in Social Studies or Sciences. No pupil will be taken on an outing without the written permission of the parent/guardian. Permission slips will be issued to parents at the start of the school year. These should be signed and returned to school to record parental approval or otherwise. Before each outing parents will be given full details of the visit and any special footwear or clothing required.



Occasionally visits in the Kirkshaws area are undertaken spontaneously. These visits/walks are in connection with the work undertaken in class and prior notice may not always be possible since the study out with the class depends on the right weather conditions. Examples of such an outing includes visits to the park or local shops.

OUTDOOR LEARNING

At Kirkshaws Primary we are fully committed to the development of the outdoor environment as a rich context for pupils' learning. Class teachers may also take learning outdoors as part of planned learning experiences, as appropriate. All outdoor activities are fully risk assessed by school staff. Parents may provide children with suitable outdoor clothing; alternatively outdoor kit may be provided by the school. Please see the uniform guidance in this handbook for further details.

Section 15 Freedom of Information

The Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a very tight time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of information Officer with the support of an officer in each Service. The Freedom of Information and Records Coordinator can be contacted by telephone on 01698 302484.

Section 16 Data Protection

(a) General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

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

Who are we?

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



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

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

Legal basis for using your information

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

Your personal information

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

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

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

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff 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, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal obligation, 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 time necessary. Sometime 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>

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

(b) Transferring Educational Data about Pupils

Education authorities and the Scottish Government.

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

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

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,



- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your GDPR rights

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

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

Further details are available on:

<https://www2gov.scot/Topics/Statistics/ScotXed/Privacyinformation>

Any Concerns

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

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

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

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website.

<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>



Section 17 & 18 Safeguarding

17(a) Child Protection

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

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

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

Child Protection Co-ordinator is: Ms Megan McCrossan

Telephone Number: 01236 632054

18 (a) Adult Protection

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society.

The Head Teacher is responsible for the schools action response to Adult Protection concerns

If there are any Adult Protection concerns the Head Teacher or the Adult Protection Coordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines.

Adult Protection Co-ordinator is: Ms Megan McCrossan

Telephone number: 01236 632054



Section 19 Discipline and Anti-bullying Policies

In Kirkshaws Primary, we strongly believe our policies should be created paying close consideration to the UN Rights of the Child.

Aims of building positive relationships

Learners will reflect the values of respect, equality and inclusion in all aspects of school life in accordance with North Lanarkshire Council's overarching policy, Raising Achievement For All (RAFA).

The shared values and principles of GIRFEC will ensure that our children feel:

- Safe
- Healthy
- Active
- Nurtured
- Achieving
- Respected
- Responsible
- Included

The policy aims to help children fulfil the four capacities of Curriculum for Excellence and become Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors.

The Positive Relationships policy will enable children to:

- Develop a sense of caring and respect for themselves and others.
- Build caring and co-operative relationships with other children and adults.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Our school policy is based on Rights, Respect and Responsibilities. We have achieved the RRSA Silver Award, from UNICEF. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils; between adults; and between pupils.

At Kirkshaws Primary School, all staff, children, and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. Staff enable children to fulfil their role as responsible citizens now and in the future by developing skills of



independence, creativity and teamwork. As part of thinking independently, we seek to develop each child's ability to make informed choices; recognising that their actions contribute towards ensuring that the rights of all are respected.

Our curriculum is founded upon the explicit development of these skills.

We aim to:

- ✓ Build good relationships amongst the teachers, pupils and parents.
- ✓ Have high expectations of all our pupils.
- ✓ Offer a broad and balanced curriculum with activities appropriate to the age and ability of the pupils.
- ✓ Create an environment which supports and stimulates learning
- ✓ Differentiate the learning for pupils of different abilities.
- ✓ Offer our pupils an opportunity to influence their learning by providing opportunities to contribute ideas and work collaboratively.
- ✓ Encourage pupils to be actively involved in their learning and in the wider opportunities that the school offers.
- ✓ Demonstrate good role models of adult behaviour with excellent co-operation and support of all members.
- ✓ Emphasise praise and rewards rather than sanctions and punishments.

Responsibilities

Class charter: A sense of responsibility and self-discipline is encouraged amongst all our pupils to aid their development as good citizens. Pupils in each class formulate and agree a Class Charter at the beginning of each academic year, which outlines expectations for their behaviour. The Class Charter is then displayed in the classroom. The children play an active part in the running of the school through their contributions to the Pupil Council, as Playground leaders, as House Captains and as School Captains through the House Committee. It is expected that staff, both teaching and non-teaching, set the standards of good behaviour and are positive role models in our school. We encourage our children to take responsibility for their actions, whilst being given the opportunity to act as class helpers, monitors, school council members or house captains. The responsibility for Kirkshaws Primary School being a rights respecting school lies with every member of the community.

House System

The school is divided into four houses: Dundyvan (red), Summerlee (green), Waverley (blue) and Rosehall (yellow). Children will be allocated to a house when they join P1 or when they join the school at a later stage, ensuring that the number of children is balanced between



each house. Every child will be given a coloured badge to represent their house. House points are given to pupils for:

- Good work in class
- Good behaviour (in class, open area, dining hall, playground, lines etc.)
- Good manners
- Representing the school in activities
- Personal achievements out with school
- House competitions during assemblies (points awarded by senior leadership)
- assembly certificates

Points are counted by the House Captains on a weekly basis. The House with the most points at the end of a term receives a special reward organised by the House Captains.

Exclusion

At Kirkshaws Primary School, we strive to create an ethos of mutual respect and values between pupils, parents, staff and all partners. In extreme cases, where all strategies have been unsuccessful, it may be appropriate to exclude pupils from school for a period of time. In these cases, management staff will follow North Lanarkshire Council's Exclusion Policy.

Playground behaviour

We encourage all pupils to play fairly in the playground. Unacceptable behaviour will be reported to the Head Teacher. The pupil is given a chance to modify their behaviour. If this does not happen, the pupils will be issued with a verbal warning. A more serious warning may mean a loss of playtime for the rest of that day or week, especially to maintain the health & safety of all pupils. Serious playground misbehaviour is communicated to parents as soon as possible.

All school staff actively promote positive behaviour by using rewards and praise to acknowledge effort, good behaviour and good manners. Certificates are awarded at whole school assemblies and celebrated by the whole school community. Pupils are given the opportunity to take on leadership roles in and around the school, demonstrating our trust in their ability to act responsibly.

When disputes do occur, a restorative approach is sought, where all parties are encouraged to discuss the situation and seek a solution.

We work closely with parents to ensure a high standard of behaviour is maintained in our school. As a parent of Kirkshaws your cooperation and support will be sought in the event



of any behavioural difficulties which may arise. In the first instance, class teachers will deal with low-level misbehaviour, reporting any concerns to the SLT. Pupils who persistently do not behave appropriately in class are given the opportunity to discuss and reflect on this with a member of the Senior Leadership Team at their earliest convenience. Parental cooperation will be sought during any period of unrest for a pupil. Regular home/school communication links will be established and monitored over time. This could involve the Head Teacher, parent and class teacher meeting on a regular basis to discuss, agree and implement a plan of action over a period of time. We have found this level of partnership to be most effective. After consultation with parents, advice may be sought from other professionals specialising in this field.

Anti-bullying Policy

As a Rights Respecting School, we are working hard to eradicate bullying entirely. We regularly review our anti-bullying policy in partnership with all stakeholders: pupils, parents, staff, members of the local community. This has been written following guidance from Respect Me – Scotland's Anti-Bullying Service. The responsibilities of all, procedures to follow and resulting actions have been agreed by all parties. A copy of this policy is available from our school office on request.

Through consultation with teaching and non-teaching staff, pupils and parents, the following definition of bullying has been agreed.

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms, including physical, verbal, emotional and cyberbullying. It is an abuse of power. It can be planned and organised, but on occasion it may be unintentional.

Some examples of bullying:

Physical	tripping, pushing, hitting, kicking, spitting, unwanted physical contact, invasion of personal space, intimidation
Verbal	name calling, spreading rumours, belittling another's abilities or achievements, racial taunts
Emotional	excluding, ignoring, humiliation, gestures, threatening looks, interfering with another's property, ridiculing appearance or mannerisms, writing offensive notes, graffiti
Cyber	misusing technology to hurt or humiliate through text messaging, photographs, video clips, 'phone calls, emails, chat rooms, instant messaging, online gaming communities

We are aware that the use of the word **bullying** can make some individuals very uncomfortable. Whether you feel a concern fits this definition or not, the situation will be dealt with in the same way:



if an individual reports that the actions of another is causing him or her distress, we will address the behaviours and the needs of the individuals involved, with the intention of resolving the conflict. The approach used is to avoid apportioning blame to anyone and keeping the lines of communication open.

Children who are being bullied need support. It is the school's responsibility to support all children. Talking is the only way to stop bullying – this can only be effective when pupils, teachers and parents work together.

The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system. This information should be recorded by the school in Pastoral Notes as part of the Seemis system. This is a mandatory requirement of all schools in North Lanarkshire.

Supervision in Non-Class Times

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Additionally, the school provides an adult presence in the playground from 8:45am. In the interests of safeguarding we politely request that parents drop their children at the gates and do not remain in the playground.

On wet and icy mornings children will be allowed into school from 8.45 am onwards, when there will be adult supervision. All pupils are asked to remove wet clothing and walk to their classrooms.

During wet intervals, pupils remain in their classroom. Children are supervised by the support staff, and P7 pupils also act as monitors. If the weather is inclement during lunch time, children having school lunches or packed lunches remain indoors where they are supervised as outlined above.

Section 20 Home and School Links

Our partnership with you begins as soon as you choose Kirkshaws Primary School and Nursery Class for your child. Before your child formally starts here you will be invited to visit the school with your child to introduce you to their teacher, see their classroom and have a tour of the school. A Meet the Teacher event is held early each session, allowing you the chance, together with your child, to chat with their new teacher and look around their classroom. Parents' Nights are planned twice each session, in November and May, giving



you the opportunity to meet with your child's teacher formally, review ongoing work and discuss progress and next steps in learning. Written progress reports are issued twice each session. In addition to this we hold regular Open Hours, where family members are welcome to come into class and join in the learning.

Regular communications with home inform parents of forthcoming events and report on activities that have taken place. This information is emailed to parents and posted on the school website <https://blogs.glowscotland.org.uk/nl/kirkshawswelcome/>. In addition, these online resources are used to celebrate our achievements and share daily successes through photographs and short video clips.

We have an active Parent Council working on behalf of the entire Parent Forum. Visit their webpage to see their current priorities

<https://blogs.glowscotland.org.uk/nl/kirkshawswelcome/parent-council/> This group also plan and host a variety of social events, aimed at raising funds which go to provide treats for all children in the school and nursery class. We also have a small group of Parent Helpers who meet in the school weekly to help prepare teaching resources. In addition, we have parents who volunteer for specific reasons throughout the year, e.g. accompanying classes on educational excursions, sharing expertise through clubs or class talks and supporting learning experiences. Further events for parents to take part in shared learning opportunities are always under review. Please contact the Head Teacher if you would like to know more about adult learning opportunities.

At Kirkshaws we listen to parents' views and actively seeking to further strengthen partnerships between home and school. Our staff are more than happy to meet with you to discuss any school matter. If you wish to speak to a member of staff, please contact the school office on 01236 632054 to arrange a mutually convenient time to meet. The office is open from 8.30am until 4.00pm daily.



Section 21 Attendance at School

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

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

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

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

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

Parents/carers are asked to inform the school by email, text message or telephone, or Parent Portal, if their child is likely to be absent for some time. It is important that accurate records are kept for absences therefore, we ask parents to give reasons for absence and will follow this up for any unexplained absences.

(a) 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 or email of the dates before going on holiday.

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

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

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

- The availability of cheap holidays
- The availability of desired accommodation



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

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

b) Extended Leave with Parental Consent

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

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

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

(c) Exceptional Domestic Circumstances

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

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

The school investigates unexplained absence, and North Lanarkshire Education 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.

At Kirkshaws Primary School, attainment data has demonstrated a link between attendance and academic success. We will letter you on a termly basis to advise you on your child's attendance. Should this be a cause for concern, we will invite you to visit the school to discuss how we can best support your child's attendance.



Section 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, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances includes items which:

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

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

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

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



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

We are very grateful for the smart appearance of our children, and this is due to superb parental support. The children are proud to be identified as a Kirkshaws Primary pupil by wearing their uniform.

The school uniform consists of:

- White shirt or blouse
- Gold polo shirt with or without school logo
- Plain white polo shirt
- Navy sweatshirt or cardigan with or without school logo
- Navy pullover, cardigan or tank top
- Navy or black trousers, skirt, pinafore or shorts
- Blue or lemon checked summer dress/playsuit/summer shorts
- Navy and gold striped tie
- Navy or white socks
- Dark coloured trainers, shoes or boots - fitted to children's feet to allow free movement during play
- Trainers for indoor PE
- Navy waterproof jacket with school logo (optional)
- Navy school blazer (optional)
- Navy school fleece (optional)

The PE Kit consists of:

- Gold polo shirt with or without school logo or white polo shirt or t-shirt with no logo
- Navy or black shorts
- Navy or black leggings or jogging bottoms (small or no logo)
- Trainers
- No jewellery should be worn on PE days

As a school we actively discourage the wearing of sports trousers with stripes down each leg, jeans, or cropped tops. For outdoor learning, depending on the time of year and weather conditions, children may require waterproof trousers, jacket and wellington boots.



School ties, sweatshirts and polo-shirts can be purchased from Scotcrest, 62 Clark Street, Airdrie ML6 6DW. Tel No 01236 768686.

Since all school uniform items appear identical it would be helpful if your child's clothing could be named to aid identification, including their jacket.

Section 23 School Meals

SCHOOL MEALS

School meals are provided daily and are cooked by our catering staff. Lunches are served from the dining facility in school. North Lanarkshire Lunch menus are available to view from the NLC website <https://www.northlanarkshire.gov.uk/index.aspx?articleid=5594>

School meals are ordered in the morning at registration. All P1 to P5 pupils are entitled to a free meal and free milk. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. Pupils can also bring packed lunches to school.

SPECIAL DIET PROCEDURES

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

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

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



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

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

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

OTHER

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

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

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk

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), have been 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. Nursery children are entitled to free milk daily and healthy snacks are provided for the children.

Section 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 are advised to time any placing requests so that they take effect from the beginning of the new school session.

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

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

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

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

Section 25 School Transport

(a) General transport

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

Parents/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 special circumstances to grant



privilege transport for pupils to travel in transport provided by the authority, where spare places are available, and no additional costs are incurred.

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

(b) Pick up points

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

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

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

(c) Placing Requests

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of early entry requests if the child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy stated above.

Section 26 Medical and Health Care

New entrants undergo a medical inspection soon after they start school. Parents are informed of this beforehand and are asked to attend the inspection. It is crucial that you inform the school of any particular medical requirements. If your child takes ill at school, we will make contact immediately by telephone. Please ensure that you have notified us of the arrangements to be made if your child must be taken home.

Accidents in school are dealt with initially by staff who report any concerns to our trained First Aider. If a child requires to be sent home a parent or emergency contact will be called to come and collect the child. ***It is essential that emergency contacts are kept up to date,***



and we would ask that you keep us informed of any change of telephone number, address of place of work or general contact information.

Dental inspections for P1 and P7 pupils are carried out on a regular basis and parents are offered the necessary treatment for their children. Parents have the right to choose to attend their own family dentist.

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.

Section 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 in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio on North Lanarkshire website and Twitter.

Section 28 The Parent Forum/Council

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 at the school
- be invited to identify issues for the Parent Council to work on with the school.

THE PARENT COUNCIL

Parent Councils came into force on 1 August 2007.

(1) Parent Council's rights and duties include:

- (a) supporting the work of the school;
- (b) representing the views of parents;
- (c) consulting with parents and reporting back to the Parent Forum on matters of interest;
- (d) promoting contact between the school, parents, pupils, providers of nursery education and the wider community;
- (e) fundraising;
- (f) taking part in the selection of senior promoted staff;
- (g) receiving reports from the head teacher and education authority; and
- (h) receiving an annual budget for administration, training and other expenses.
- (i) 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.

The minimum number of parents needed for the Parent Council is four parents or carers.

Kirkshaws Primary School and Nursery Class Parent Council is established and operational. Regular meetings are planned throughout the session. The Head Teacher and Principal Teacher attend these meetings as professional advisors. The Head Teacher has a right and duty to attend all meetings.



Meetings of the Parent Council are open to members of the public. Members of the Council are selected through a process where all members of the Parent Forum are invited to volunteer to serve. In the event that the number of volunteers exceeds the number of places set in the constitution, members will be selected by formal selection.

Current Office Bearers

Cheryl Grant – Chairperson

Lynn Muirhead – Vice Chairperson

Fiona Collin – Secretary

Emma Keir – Treasurer

<https://blogs.glowscotland.org.uk/nl/kirkshawwebsite/parent-council/>

Section 29 Useful Contacts

Education and Families Civic Centre Windmillhill Street Motherwell ML1 1AB Tel: 01236 812606	Chief Executive Des Murray Executive Director of Education & Families Andrew McPherson
Education Manager Jill Woodward Education & Families Civic Centre Windmillhill Street Motherwell ML1 1AB	Cluster Improvement Integration Lead Gillian Goldie E: GoldieG@northlan.gov.uk
NHS Lanarkshire Coatbridge Health Centre Tel: 01236 432200	Social Work Coatbridge Locality Team Tel: 01236 622100
Community Learning and Development Coatbridge CLD Locality Office	Local Councillors - Coatbridge South Tracy Carracher



Coatbridge Community Centre 9 Old Monkland Road Coatbridge ML5 5EA Tel: 01236 638470 E: CLD-Coatbridge@northlan.gov.uk	Andrew Bustard Fergus MacGregor Geraldine Woods Civic Centre Motherwell ML1 1TW Tel: 01698 302222
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Section 30 Specialist Terms

From Section 3 of the handbook:

FTE	Full time equivalent of staff based on the school roll.
NCCT	Non-class contact time. All teachers now teach 22.5 hours per week. The 2.5 hours when they are not teaching is used for planning, preparing materials, marking, assessing, report writing and developing teaching programmes. During this time, which we refer to as McCrone cover, the pupils are taught by another qualified teacher.
N/P transition	Nursery/Primary transition
P/S transition	Primary/Secondary transition
PT cover	Principal teacher cover. This is time when the principal teacher is not teaching is used for management duties. As with NCCT cover, the pupils are taught by another qualified teacher.

Section 31 Qualifying Statement

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



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

Education Authorities are required to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.

Section 32 Additional Information

NL Digital School

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

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

Parents Portal

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

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

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

Glow and M365

All pupils in staff in NLC have access to Glow – Scotland's national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can



support learning across the whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.

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

Once logged into Glow, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint and MS Word. Users also have the option of downloading O365 to install on up to 5 additional personal devices and this can be accessed from the national section of the Glow Launchpad.

Armed Forces Covenant Duty

North Lanarkshire Council is committed to the Armed Forces Covenant.

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

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

Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from the school.

You can also get more help and advice from:

Enquire

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



Tel No: 0345 123 2303

Enquire

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

Email: info@enquire.org.uk

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

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

Children in Scotland - Resolve Mediation

0131 313 8844

07955 788967

Email: resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government

Directorate for Learning

Support and Wellbeing Unit

Area 2C North

Victoria Quay

Edinburgh

EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chamber

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk

