

www.kirkoshotts.n-lanark.sch.uk



**Kirk O'Shotts
Primary School &
Nursery Class
Handbook
2024**

'With kind hearts and willing hands, we can all achieve our dreams'

Head Teacher's Welcome

Dear Parent/Guardian

I would like to welcome all new and returning parents and children to Kirk O' Shotts Primary School and Nursery Class and I hope that you find this handbook useful and informative.

Starting school is a big step in your child's life, and for our families of soon-to-be primary 1 pupils, so we aim to make this move as smooth as possible. We hope that your child will feel safe and happy and benefit from the learning and wider experiences on offer at Kirk O' Shotts.

We are a small school, and we pride ourselves on building positive working relationships with our children, staff, parents and members of the wider community. Our key values are those of **K**indness, **I**ndependence, **R**espect, **K**nowledge, **O**bedience, **S**elf-Control, **H**onesty, **O**penness, **T**rust, **T**olerance, and development of **S**kills. We aim to work in partnership to ensure that our children have the best possible experiences and opportunities to develop their learning and develop as confident individuals, successful learners, effective contributors, and responsible citizens.

We have created our handbook as a whole school and aim to provide sufficient information to answer the commonly asked questions. Please also access our website. However, if you have any further questions or would like clarification on any matter, please contact the school. We operate an open-door policy and will either answer the questions instantly or arrange an appointment or telephone call at an appropriate time.

Contact can be made through:

Telephone Number: 01698 274910

Email: nlhamiltonm1@northlan.org.uk

Enquiries email: enquiries-at-kirkoshotts@northlan.org.uk

Kind Regards

Ms Marnie Hamilton

(Acting) Head Teacher

Kirk O' Shotts Primary School & Nursery Class



School Road
Salsburgh
North Lanarkshire
ML7 4NS

Telephone: 01698 274910 Fax: 01698 870508

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

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

(Acting) Headteacher: Ms Marnie Hamilton

INFORMATION ABOUT THE SCHOOL

Present Roll:	School	58
	Nursery	18

Planning Capacity:	School	211
	Nursery	18

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Stages Covered:	Primary 1 – 7 Nursery Age 3 – 5 years
Class Structure:	Class structure for session 2023/24 is: Primary 1/2 Primary 3/4 Primary 5/6 Primary 6/7
Composite Classes:	Composite classes are composed of children from more than one primary stage. The formation of the composite class is determined by the number of children in each year group but occasionally with larger classes the determining factor for the formation of the composite class is working groups i.e. children working at the same level in numeracy or literacy.
Denominational Status:	Non-denominational
Type of School:	Co-educational
Community Facilities:	It is council policy that school accommodation is made available, as far as possible, out with school hours for the community. Such groups, clubs, etc. may apply for a let in accordance with approved letting procedures and enquiries should be directed to the Community Education Office. Department of Community Services Coatbridge Community Centre 9 Old Monkland Road Coatbridge ML5 5EA Tel: 01236 632778 Email: school&facilitybookings@northlan.gov.uk
Associated Secondary School:	Calderhead High School Dyfrig Street Shotts ML7 4DH Tel: 01501826701
Parent Council:	Chairperson for session 2022/23 is Mrs Lorna Mackie Treasurer for session 2022/23 is Miss Lauren Taylor Secretary for session 2022/23 is Miss Louise Dolan

School Staff 2023/24

Senior Leadership Team

Ms Marnie Hamilton: Acting Head Teacher

Miss King: Principal Teacher (Monday & Tuesday)

Mrs Rita Towers: Principal Teacher (Wednesday, Thursday & Friday)

TEACHING STAFF: SCHOOL		
<u>Stage</u>	<u>Class Teacher</u>	<u>Number of pupils</u>
Primary 1 and 2	Rachel Kelly	
Primary 3 and 4	Stacey Reid	
Primary 5 and 6	Lindsey King	
Primary 6 and 7	Zahra Khushie	

TEACHING STAFF: NURSERY	STAFF MEMBER	3-5 Ratio for 23/24
Lead Early Learning Practitioner	TBC	1-8
Early Learning Practitioner	Miss Shannon Brown 35 hrs	1-8
Early Learning Practitioner	Mrs Ann Angus 17.5 hrs	1-8
Early Learning Practitioner	Ms Niamh Cassidy 35 hrs	1-8
Early Years Support Worker (Temp)	Mrs Louise Sheen 17.5 hrs	1-8

NON-TEACHING STAFF	
Senior Clerical Assistant	Mrs Carol Duffy/Miss Lauren Taylor
Classroom Assistant with Clerical Responsibilities	Mrs Angela Todd
Janitor/Cleaner	Mrs Margaret McCallum/Mrs Tilda Nayles
Catering Supervisor	Ms Sandra Kelly
Catering Assistant	Mrs Sylvia Adamson
Nursery Catering Assistant	Mrs Elizabeth Goodluck
School Lunch supervisor	Mrs Margaret McCallum
Breakfast Club Supervisor	Ms Sandra Kelly

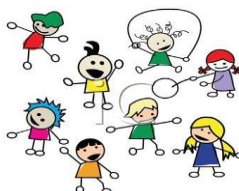


School Hours

Breakfast Service	8.15 am – 8.55 am
School Opens	9.00 am
Morning Break	10.30 am – 10.45 am
Lunch Break	12.15 pm – 1.00 pm
School Closes	3.00 pm

Nursery Hours

Nursery Opens	8.45 am	Nursery Closes	2.45 pm
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Please note that all Primary 1 pupils will require to attend full-time education from the first day of the new session.

Parents should note that because of the isolated position of the school and its close proximity to main roads, no child is permitted to leave school at lunch time unless the parent has provided written permission.

If a child has an appointment or needs to be collected during the school day, the school should be informed by letter or telephone call prior to the appointment. Children must be collected from the school office.

There is no after school care linked with Kirk O' Shotts Primary School at present. Any parent interested should speak to the Head Teacher.

The School Year

North Lanarkshire Council
Proposed School Holiday Arrangements

Session 2023/24

August 2024	
In service days	Monday 12 th - Tuesday 13 th August
Pupils return to school:	Wednesday 14 th August
September 2024	
September weekend holidays:	Friday 27 th September and Monday 30 th September
October Week 2024	
October break:	Monday 14 th to Friday 18 th October
November 2024	
In-service day (all areas):	Monday 18 th November
Christmas 2024	
Christmas and New Year holidays:	Schools close: Friday 20 th December at 2.30pm Christmas and New Year holidays: Monday 23 rd December - Friday 5 January (inclusive). Schools return on 6 th January
Mid Term February 2025	
Mid-term break:	Monday 17 th February and Tuesday 18 th February In-service day: Wednesday 19 th February
April 2025	
Spring Break:	Schools close: Friday 4 th April at 2.30pm Spring holiday: Monday 7 th April – Friday 18 th (inclusive) (Good Friday 18 th April) & Easter Monday 21 st April <ul style="list-style-type: none"> • Good Friday 29 March • Easter Monday 1 April
May Day 2025	
May Day Holiday: In-service day (all areas): Mid-term holiday:	May holiday: Monday 5 th May Tuesday 6 th May May weekend: Friday 23 rd May and Monday 26 th May (inclusive)
Summer 2025	
Schools Close: Wednesday 25 th June 2025 at 1pm	

PRIMARY 1 TRANSFER / ENROLMENT

P1 Enrolment 2024 will take place between Monday 15th January – Friday 19th January 2023. Parents who reside in the local area should come to school office to complete the registration form.

You will need:

- A copy of the child's birth certificate
- A council tax bill as proof of address must also be presented.

Parents who reside out with the local area but wish their child to attend Kirk O' Shotts should enrol their child at their local school in the first instance. Parents should indicate they wish to make a placing request to Kirk O' Shotts Primary School on the registration form. An online placing request form is available. This should also be completed and emailed to ef.placingrequest@northlan.gov.uk

Information can be found via the council's website: [Link](#)

Induction Programme for Primary One Pupils

It is an exciting time for all families having a child starting school. At Kirk O' Shotts Primary we aim to make this an enjoyable time for pupils and families through our transition programme. After enrolment, families will receive details about our transition programme when children are invited to visit the P1 classroom to try out some of the activities and meet new friends. The children will have the opportunity to experience playtime, and parents and children are also invited to join us for lunch. During the P1 induction presentation, parents can meet the staff team and learn more about the school, our routines and our curriculum. School and nursery teams work together to ensure a smooth transition is in place for all children.

Transition from Primary 7 to Secondary School

An equally exciting time for families of our oldest pupils is the transition to secondary school. We work closely with our associated secondary school, Calderhead High School to provide an extensive and smooth transition programme. This includes:

- Regular visits throughout the Primary 7 year.
- Departmental projects and events throughout the year.
- Open evenings and Parent Evenings.
- Enhanced transition meetings if required.
- Sporting festivals
- Summer programmes.

EQUAL OPPORTUNITIES & SOCIAL INCLUSION

Kirk O' Shotts is committed to eliminating all forms of discrimination including disability, gender and religion and promote equality of opportunity for and between different groups of people in line with the Equality Act 2010, the Service's Promoting Equality and Diversity Circular Gen 155-10 and the Council's Equality and Diversity Policy and Equality Strategy 2019 -2024.

The school is committed to ensuring its policies and practices do not impact adversely on any particular 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>

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 is the Curriculum for Excellence levels?

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

- Early level pre-school to P1
- First level to the end of P4

- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

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

Curriculum Areas and subjects

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

The 8 curricular areas are:

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

Health and Wellbeing (Including Physical Education)

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. At Kirk O' Shotts we work with partners in order to take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context. We fully implement all aspects of Health and Wellbeing including themes relating to substance misuse, relationships, sexual health and parenthood. A copy of the health and wellbeing programme is available on request.

All pupils participate in a planned programme of P.E. and sports development. We work closely with our Active School's Coordinator and a P.E specialist to provide a variety of extra-curricular clubs and to participate in a range of sporting events. Children at P5/6/7 also attend a block of 10 swimming lessons.

Language (and Literacy)

One of the greatest gifts we can give a child is the ability to read. We believe that reading should be an enjoyable activity, and our approach to reading is based on this. In the very early stages, children develop the ability to hear and articulate the sounds in words. As they progress, learning focuses on the relationship between sounds and letters, developing their ability to read frequently used words

and using their experience and prior knowledge to gain meaning from the text. For beginning readers, we use texts from a variety of reading schemes which have been colour banded according to level of challenge. As children progress, they move from skinny novels to longer novel studies. Children experience poetry, playscripts and non-fiction texts throughout all stages. We aim to develop a love of reading and therefore encourage our pupils to take books home and share them with you.

Listening and Talking skills are developed in all language activities and through other curriculum areas. Further opportunities to practice talking and listening are provided in the early years through purposeful play activities and at the later stages through debates, presentations and public speaking.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of punctuation, spelling, grammar and correct letter formation.

We use materials produced by North Lanarkshire to teach writing, thus ensuring progression and continuity throughout the stages. At each stage, children meet a range of genres, including; narrative, instructional and persuasive. They have opportunities to apply this knowledge in other curriculum areas and in writing for a real purpose, e.g. letters, posters, contributing to website and blog.

Modern Languages

We are developing a French programme starting from Nursery to P7. Spanish will be introduced at the latest by the P5 stage.

Mathematics (numeracy)

In our Maths and Numeracy programme, children study the basic number skills of addition, subtraction, multiplication and division as well as developing problem solving and practical skills, such as measuring and weighing. Calculator work, information handling and the use of databases develop the skills necessary for learning, life and work. Teachers use a variety of published resources and textbooks, ICT programmes and active tasks to engage and meet the differing needs of our learners. Children are also encouraged to apply their maths and numeracy skills across the curriculum. A range of resources are used to teach children mathematics e.g. Heinemann Active Maths and TeeJay Mathematics. All children will have experience in the following areas of Mathematics:

- ★ Number, Money and Measurement
- ★ Shape, Position and Movement
- ★ Information Handling
- ★ Problem Solving and Enquiry

Sciences

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)

All classes, including the nursery, use our ICT equipment to develop and apply computing skills. The school has a range of Computer hardware. There are Interactive Smart Boards, iPad and internet access in all classrooms, and we have additional computers for support and challenge and small group tasks.

Social Studies

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.

Expressive Arts (Drama, Art and Design, Music and Dance)

Planned programmes and interdisciplinary learning experiences encourage our children's expressive and creative development. Theatre visits, class assemblies, participation in performances and celebrations further enhance this area.

Religious and 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 can 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 positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.

How will my child's learning be assessed?

Assessment is an important part of the Curriculum for Excellence, and at all levels, pupils' progress is closely monitored by teachers and staff. In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and needs, agreeing next steps and actions. As they progress pupils become more involved in this process and develop skills to make effective judgments on their own learning and develop 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.

Assessment takes place through everyday learning activities and through specific assessment tasks or tests. Various methods of assessment are used; both informal and formal and using an approach best suited to the learning that has taken place. This includes:

- Formal and informal observations

- Discussion and questioning
- Evaluation of final products
- Written assessments
- Presentations
- Digital based assessments

Teachers utilise various methods to assess children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you through telephone calls, 2 formal Reporting to Parents' evenings and through the issuing of a formal report card.

Regular support and advice is given to parents/carers to help support the pupils learning at key stages, particularly when changes are being made. Parents/carers are regularly informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood, and drug awareness.

Additional Support for Learning

Kirk O' Shotts Primary School complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

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

The term additional support needs refers to any child who requires additional support for learning. These support needs can arise from any factor which causes a barrier to learning. Children who require additional support for a variety of reasons may include those who:

- Have motor or sensory impairments**
- Are experiencing bullying behaviour**
- Are particularly able or talented**
- Have experienced a bereavement**
- Have a learning difference**
- Are living with parents who are misusing substances**
- Are living with parents who have mental health problems**
- Have English as an additional language**
- Are not attending school regularly**
- Have emotional or social difficulties**
- Are on the child protection register**
- Are young carers**

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.

Implementation

Our school follows clear procedures at classroom level to help to identify and support individual pupil needs. The framework is as follows:

Universal Level – Support within the Class or School

Class teachers take responsibility for managing the progress of all children in their class and use their professional skills to adapt the pacing and content of the curriculum to meet the individual needs.

The teachers plan appropriate support for all pupils, making use of additional resources within the school as appropriate.



Additional Level – Support from within Education Youth and Communities

For some pupils support from other services within Education and Families may be requested. These services would include the Educational Psychologist, Community, Learning and Development, Health, Social Services or other support services from within Education. Requests can be made for children who have English as an additional language.

Intensive Level – Integrated and Compulsory Working with Other Agency or Agencies

This is when relevant agencies (the child's network of support) identify targeted interventions are required to promote the wellbeing of the child and these are included in a Child's plan. At this stage a Lead Professional is identified to co-ordinate the support around the child.

Ms Marnie Hamilton, (Acting) Head Teacher, is the Additional Support for Learning Coordinator. Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

Planning

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

Some children and young people may require significant support from education and at least one other agency, such as health, social work, and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents/carers will receive letters from the Education Authority throughout the CSP progress. Parents\carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

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

Dispute Resolution

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

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

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

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

School Improvement Priorities for 2023-2024:

Priority 1:

To develop consistent approaches to learning, teaching and assessment across all stages.

Priority 2:

Raise attainment by establishing a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high-quality learning experience for all children and young people.

Nursery Priority:

To continue to upskill staff's knowledge, understanding and skills to ensure effective and meaningful planning and assessment which includes breadth, challenge, a range of intentional and responsive experiences, taking into consideration space/environment, experiences, and quality interactions.

To enhance parental engagement.

Homework

Although homework is not compulsory in Scottish schools, we value and encourage parents' active involvement in their child's learning. Homework tasks are designed to involve closer partnership between home and school. Types of homework might include:

- ✪ Reading (class reading book, Home Reader)
- ✪ Literacy and Maths (Number, Reading/Spelling activities)
- ✪ Project Work (reading, researching, writing, designing, making within the class theme)
- ✪ Digital platforms – sumdog, studyladder, teams, virtual school access etc.

We advise no longer than 30 minutes per day should be spent on homework, particularly at the early stages. If homework presents a problem, please do not hesitate to contact the school and we will work together to find a solution.

School Ethos

The ethos is built around the vision, values and aims of the school. The school seeks to create a caring and inclusive environment where achievements are celebrated.

Vision, Values and Aims

Our school vision statement is:

'With kind hearts and willing hands, we can all achieve our dreams'

This is underpinned by our values which are:

- K – Kindness
- I – Independence
- R – Respect
- K – Knowledge
- O' – Obedience
- S – Self control
- H – Honesty
- O – Openness
- T – Trust
- T – Tolerance
- S – Skills

At Kirk O' Shotts Primary School, we believe that learning should be relevant, purposeful and enjoyable. We work together to equip each child with the skills they need for learning, life and work in an ever changing world. We aim to develop confident individuals, who have high expectations and are proud of their achievements.

We are committed to Getting It Right For Every Child. Working with parents and partners, we aim to meet the needs of all pupils in a safe, supportive and inclusive environment.

At Kirk O' Shotts Primary School, we encourage respectful relationships and actively promote children's rights.

We are committed to sustainability, equality and fairness, and believe that our school community can make a difference to our world at a local, national and global level.

We are proud of our school and work hard to make it the best that it can be.

Spiritual, Social, Moral & Cultural Values

The aim of religious education is to help pupils to explore and understand religion as it is found in the local community and in the wider world. Pupils become more familiar with Christianity and other major religious traditions, and they learn about what people believe, how they worship and celebrate, and how religion affects their everyday life. Programmes of Study for Christianity, Islam and Judaism follow National Guidelines on Religious and Moral Education.

The school and nursery are non-denominational but there will be regular opportunities for religious observance/personal reflection. These opportunities are likely to occur at Harvest, Remembrance Day, Christmas and Easter and at occasional assemblies delivered by visiting speakers. Parents who do not wish their child(ren) to participate in these occasions should inform the school and alternative arrangements can be made.

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

Extra-Curricular Activities/Out of School Learning

Out of school hours learning varies from year to year. Our after-school and lunchtime clubs offer pupils the opportunity to experience/gain expertise in activities such as fitness, netball, baking, football, arts and crafts, ceramics, gardening, board games, cross country and athletics.

Educational outings to enhance teaching and learning are organised throughout the year for all classes and this generally involves parental help, so it is a great opportunity to welcome helpers into the school and enjoy these experiences alongside the children.

Freedom of Information

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

Data Protection

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

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

Who are we?

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

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

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

Legal basis for using your information

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

Your personal information

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

We may also ask you for the 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 & wellbeing.

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

How will we use this information?

Your personal information will be used:

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

Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal 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 of time necessary. Sometimes this is set out in law, but in most cases, it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for.

Your rights under data protection laws

You can:

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

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

The Council's Data Protection Officer

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

Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to AITeam@northlan.gov.uk

The Information Commissioner

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

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

Transferring Educational Data about Pupils

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

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school.

Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP.

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

Why do we need your data?

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

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

Your GDPR rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use

your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

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

Further details are available on:

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

Any Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, <http://www.scotxed.net>.

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 school's 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 Marnie Hamilton (Acting) Head Teacher. Telephone Number: 01698 274910

Adult Protection

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

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

The Adult Protection Co-ordinator is: Ms Marnie Hamilton (Acting) Head Teacher. Telephone Number: 01698 274910

School Discipline and Anti-bullying

Our school's Promoting Positive Behaviour Policy and Anti-Bullying Policy are attached.

Supervision in Non-Class Times

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

At least one staff member supervises the playground areas at morning break and lunch. The Principal Teacher or the Head Teacher are always patrolling the playground areas.

During inclement weather the school doors will open at **8.45** a.m. and children gather in the school hall until 9.00 a.m.

Home and School Links

"Successful home/school partnership working depends on the development of mutual trust and respect between school and parents. Schools need to use the skills, knowledge and experiences that ALL parents and ALL staff bring to the school to support children's learning.

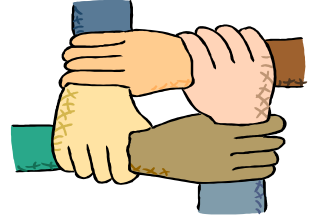
The development of good relationships when things are going well can make it easier for both parents and teachers to make contact when either of them has a concern."

From 'Parents as partners in their children's learning'

Kirk O' Shotts operates an open-door policy. If parents need to discuss any issues, they are more than welcome to make an appointment to speak to the Head Teacher or staff at a mutually suitable time. Staff do aim to meet with parents when they come to the school however, if there is no appointment, staff cannot guarantee to be available due to other school commitments.

We welcome Parent Helpers for trips, Committees, Eco etc. If any parent has a particular interest or talent then please let us know. We welcome parental help and support.

We are fortunate to have a Community Learning and Development School Worker, who provides support for parents and seeks opportunities to develop home/school partnership.



School Attendance

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

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

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

At the start of each school session, parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the course of the school 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 school. In the interests of child safety police will be contacted if all attempts to locate the child have been exhausted.

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

Family Holidays During Term Time

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

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

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

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

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

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

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

Exceptional Domestic Circumstances - Parents\Carers may request permission for such leave in writing and the school may authorise such requests under the following:

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

Should the school at any time be concerned about a child's attendance at school a letter will be sent to the parents to advise them of this concern and to invite parents to the school to discuss the situation or to refer pupils to the Reporter of the Children's Panel, if necessary.

Clothing & Uniform

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

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

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

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (income below £660 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 grants is 31 March 2023.

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: [Link](#)

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.

Kirk O' Shotts Primary School Uniform

Our school colours are red and grey.

Grey trousers, skirt or pinafore, white shirt and school tie, red sweatshirt/cardigan or white polo top. The school uniform may be bought quite easily in local shops/ supermarkets/Scotcrest Stores. Ties are available from the school office.

PE Kit

Gym shoes / trainers for outdoor PE

Black shorts or tracksuit bottoms and white t –shirt (white polo top may be worn)

Leave jewellery at home.

Earrings should be taped before coming to school.

School Meals Service

The school dining room offers very good value and excellent service, providing a healthy choice of meals or snacks each day. A menu is regularly issued. A 3-week menu operates, copies of which can be obtained from the school or found on North Lanarkshire’s website. A vegetarian option is also available daily.

Facilities are also available for those children who prefer to bring a packed lunch. The school operates a cashless system. All children are provided with a school dinner card. Cards can be ‘topped up’ online.

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

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. [Link](#)

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

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 Head teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical

professional including a Speech and Language Therapist. It is important that the Head Teacher is aware of any medically prescribed diets within the school and, on occasion, parent/carers may be asked to attend a meeting.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

All P1 to P5 pupils are entitled to a free meal and free milk. From January 2022, P5 pupils will also qualify for free meal. 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), are entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more, will receive a free meal as part of the Early Learning and Childcare entitlement

Placing Requests

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

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

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

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

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

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

Transport

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

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

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

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

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

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

Pick-up Points

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

Medical and Health Care

Dental inspections are carried out on a routine basis in primary schools, and parents are offered any necessary treatment for their children, although they may choose to go instead to the family dentist. Children's height and weight are also recorded by NHS staff in P1 and P7.

When a child takes ill at school the parent is contacted. If neither of the parents is available, the emergency contact given by the parent will then be notified. Where an accident occurs parents will be contacted. In addition to this any appropriate action will be taken quickly if emergency measures are necessary. It is vital the school is kept informed by parents of the particular medical requirements of their children and also of any change in emergency contact telephone numbers.

The school should be made aware of any particular medical requirements a child has. Administration of Medicine forms, for medication to be administered during the school day, can be obtained from the school office. 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.

Information in Emergencies

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

The Parent Forum

As a parent/carer 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

The Parent Council is composed of a Chairperson, Treasurer, Secretary and Committee Members.

The roles for this session are undertaken by:

Chairperson - Mrs Lorna Mackie.
Treasurer – Miss Lauren Taylor
Secretary – Miss Louise Dolan

Further information can be found on the school website. The head teacher will be the professional adviser to the Parent Council. The Head Teacher has a right and duty to attend all Parent Council meetings.

The Parent Council's rights and duties include:

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

Transfer to Secondary Education

Pupils normally transfer between the ages of 11½ and 12½ so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils in this school normally transfer to:

CALDERHEAD HIGH SCHOOL
Dyfrig Street
SHOTTS
ML7 4DH
TEL: 01236 794855

Important Addresses

<p>Wishaw/Shotts CLD Locality Office</p> <p>Calderhead High School Dyfrig Street Shotts ML7 4DH Tel: 01698 274343 E: CLD-Wishaw@northlan.gov.uk</p>	<p>Gerard McLaughlin Head of Service (South) Education and Families Civic Centre Motherwell ML1 1AB</p>	<p>Jacqueline Burton Education and Families Manager Education and Families Civic Centre Motherwell ML1 1AB</p>
<p>Contacts in Relation to Support for Learning</p> <p>Help and advice on any matters relating to Support for Learning can be obtained from Cluster Improvement and Integration Lead (CIIL)</p> <p>Gillian Goldie</p> <p>GoldieG@northlan.gov.uk</p>	<p>NHS Lanarkshire Airdrie Health Centre 117 Graham Street Airdrie</p> <p> 01236 772200</p>	<p>Airdrie Social Work Department Coats House Gartlea Road Airdrie ML6 9JA</p> <p> 01236 757000</p>

You can also get help and advice from:

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

Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ
Tel: 0345 123 2303

info@enquire.org.uk
www.enquire.org.uk
www.enquireorg.uk

for parents/carers and practitioners
for children and young people

Children in Scotland – Resolve Mediation
Email: resolve@childreninScotland.org.uk

Independent Adjudication

Scottish Government
Directorate for Learning
Support and Wellbeing Unit
Area 2C North
Victoria Quay
Edinburgh
EH6 6QQ
Tel: 0131 313 8844

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

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

1. Before the commencement or during the course of the school year in question.
2. In relation to subsequent school years.

Education Authorities are required by law 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.

Appendix A



Kirk O'Shotts Primary School and Nursery Class -Respect Policy (Anti-bullying)

Vision

The Scottish Government laid out their vision of anti-bullying in the 2010 document 'A National Approach to Anti-Bullying for Children and Young People'. This states that:

"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them, while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards".

Definition of Bullying

- **Bullying is any behaviour that is deliberately meant to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It can be intentional or unintentional and take many different forms including physical, verbal, emotional and cyber bullying.**

Aims

- To provide children and young people with safe and secure learning environments, without the fear of bullying
- To establish a shared definition and understanding of what constitutes bullying behaviour
- Have a system of support for those children and young people who have experienced bullying behaviour
- Give children and young people the skills to tackle bullying in schools and beyond
- Developing anti-bullying strategies and a clear process for recording and monitoring of incidents.

Preventative Measures

Anti-bullying lessons will feature in the programme for Health and Well Being every year.

- There will be regular assemblies with anti-bullying messages.
- Posters that reinforce anti-bullying messages will be on display throughout the school.
- The school will encourage and expect pupils to show self-respect and respect for others as described through the various charters in place throughout the school.
- The school will support a programme of peer support for pupils experiencing problems with bullying.

Dealing with incidents of bullying behaviour

Every pupil

- Any pupil who feels they are being targeted by an individual or group of people should tell the person to stop.
- If you do not feel confident enough to do this alone, or the bullying continues after this, report the matter to a person you trust such as a buddy or adult in school or at home.
- Continue to raise the subject until the problem is resolved.

School staff

- Will take allegations of bullying seriously.
- Apply the promoting positive behaviour policy to deal with the primary behaviours displayed.
- Provide support for all parties involved to address the wider problem. (The person experiencing bullying behaviour and the person displaying bullying behaviour).
- Seek to restore damaged relationships and communities through restorative approaches.
- Involve parents and carers when appropriate.

Record bullying incidents or allegations of bullying electronically as part of the school monitoring system. Member of staff reports bullying behaviour to SLT. HT keeps record on HT desktop in Anti – Bullying folder.

Parents and Carers

- Reinforce the rights and responsibilities of the individual as outlined below.
- Be aware of any changes in your child's behaviour and report any concerns to school staff.
- Reassure your child that people can work together to resolve the problem in a responsible way.
- If possible gather evidence and identify witnesses.
- Help your child to build confidence and develop resilience.

If your child is displaying bullying behaviour, parents and carers can help by following all the advice above and:

- Explaining the seriousness of bullying behaviour. It is not funny and is not a joke.
- Put effective, non-violent consequences in place for your child's actions.
- Help your child to understand the impact of their behaviour on others.
- Teach your child to value diversity.

Rights

- Everyone has the right to be safe and free from bullying behaviour and harassment.
- Everyone has the right for their property to be safe.
- Everyone had the right to work or learn in a pleasant and healthy environment.
- Everyone has the right to be treated with respect and understanding.

- Everyone had the right to their own identity.
- Everyone has the right to report incidents of bullying through appropriate channels.

Responsibilities

- Respect all people, personal property and the rights of others.
- Always observe safety rules.
- Report incidents of bullying, harassment and theft.
- Respect others rights to the same happiness and enjoyment as you expect for yourself
- Avoid unhealthy and dangerous practices that affect you and others in the community.
- Treat everyone with respect and understanding.

Restorative Questions

For those causing harm

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who else has been affected by what you did?
5. In what way?
6. What do you need to do to make things right?

For those who have been harmed

1. What did you think when you realised what had happened?
2. What impact has this incident had on you?
3. What impact has this had on people close to you?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Appendix B



Kirk O'Shotts Primary

Position statement on Promoting Positive Behaviour

Reviewed September 2021

Introduction

The school's Promoting Positive Behaviour Policy continues to evolve to meet the needs of the pupils at any particular time. The following statement intends to inform all members of the school community about the proposed aims, expectations, responsibilities and procedures that are put in place in Kirk O' Shotts Primary School.

Aims

- To build a strong sense of community and create an ethos based on respect for ourselves, other people, our property and our surroundings, thus creating a safe and happy environment where learning can take place effectively.
- To increase awareness of the rights of the child and individual responsibilities in upholding these rights.
- To create an inclusive environment for all our pupils.
- To provide feedback to parents and carers about their child's behaviour.
- To equip all our pupils with the necessary skills to function as responsible citizens, successful learners, confident individuals and effective contributors as stated in the school aims.
- To provide support for those who struggle to behave respectfully or compromise the rights of other pupils.

Responsibilities

Staff

Staff will use a range of proactive restorative practices to build a class community, share expectations and solve potential problems.

Staff will explicitly teach what respectful behaviour looks, sounds and feels like in a variety of contexts. This will permeate all learning experiences.

Staff will also teach pupils about the rights of the child and what their responsibilities are in relation to these rights. A charter for the class, the playground and the wider school environment will be agreed with pupils. These will outline the rights and responsibilities of the individual in various contexts. No more than 6 rights should be chosen by each class to be focused on for each term.

Staff will train pupils in social skills and outline the expectations for safe and respectful behaviour throughout the school. There will be a social skill display in each classroom. Each class will focus

on 1 social skill per week. This will be responsive to the children and their current environment. The whole school does not need to focus on the same social skill each week. Staff will ensure close supervision of pupils and, as much as possible, take steps to prevent challenging behaviour escalating. Staff will be positive role models and encourage all pupils to display respectful behaviour. Staff will use responsive approaches to restorative practices, mediation and conversation to resolve problems that arise. Every effort will be made to promote positive behaviour, but all staff members may also apply consequences when the rules are broken (see section 7 below). Staff should aim to use a variety of strategies to resolve minor behaviour issues at class level before referring pupils for further support from the PT or HT.

Pupils

Pupils will be expected to follow the rules and demonstrate the school values. Pupils will be taught to value diversity and display appropriate levels of tolerance. Pupils will learn that physical violence will never be tolerated in school. There will be an instant loss of all break time (following day) with no option of earning it back if intentional harm/physical violence or swearing takes place. Children who swear or spit will also lose 5 minutes Golden Time with no option to win it back. Pupils who have an individual short term behaviour plan will be required to work hard to meet their targets.

Parents and Carers

Parents and carers are expected to teach their child(ren) good manners and how to be respectful to others. Parents will support the school in actively discouraging physical aggression. Parents of pupils who require significant support to behave appropriately will be contacted and a support plan will be drawn up. It is hoped that parents and carers will support the plan at home, reinforcing the need to be respectful and to behave in a safe way. The parent will receive further information on pupil progress and be notified when the targets are met.

Principal Teacher/Head Teacher

If a pupil's behaviour is highlighted for the pupil having regular and significant difficulty maintaining an acceptable standard of behaviour and if they are not responding to a range of classroom strategies, pupils can then be referred to the PT or HT for behaviour support and review. If a child is involved in a serious incident, that child can be referred to the PT/ HT immediately. A serious incident would involve physical violence or causing intentional harm to another pupil. The PT and HT also deal with pupils who require support to behave appropriately in the playground.

Behaviour Log is kept in HT office
Incidents are recorded by HT or SLT
Pupil Behaviour Logs will be monitored by HT
HT will decide if parental meeting should be scheduled if improvement hasn't taken place.
If meeting takes place, then behaviour plan will be agreed and put in place.
Plan will be reviewed weekly by HT and next steps will be decided in discussion with class teacher, pupil and parents.

Social Skills and Expectations

Pupils will be expected to follow the school values at all times:

Values

- **Kindness**
- **Independence**
- **Respect**
- **Knowledge**
- **Obedience**
- **Self control**
- **Honestly**
- **Openness**
- **Trust**
- **Tolerance**
- **Skills**

Assessment of pupil behaviour

- As with all other learning assessment, behaviour needs to be assessed and tracked. Behaviour that meets the required high standard will be assessed as green. If a pupil has had to be spoken to or supported to behave appropriately, this will be recorded as amber and if the behaviour has been unacceptable it will be recorded as red. Teachers and pupils will be involved in assessing pupil behaviour and recording it on individual charts. Traffic lights are used to track behaviour and they do not in themselves tend to impact on pupil behaviour. Positive relationships, effective strategies, positive feedback and encouragement to improve are required to support pupils with their behaviour. Individual pupil traffic lights are not displayed in class.
- Traffic lights are recorded by class teachers so parents are kept informed if need be. Pupils who are regularly assessed as amber or red should be supported to improve using a range of strategies.
- Likewise, pupils who misbehave in the playground may also require additional support. The behaviour review system may help to provide that support and can be used to keep parents informed of specific targets, expectations and progress made. More information about this process is given in Section 8.

Rewards

The aim is for pupils to recognise and appreciate that respectful behaviour carries its own rewards and is necessary to be happy, safe and achieving, however systems of rewards can still be helpful in promoting positive behaviour.

Pupils collect merits for positive attitudes, behaviour and for working hard to demonstrate our school values and social skills.

Teachers are also free to operate a class reward system that further promotes positive behaviour and good work e.g. Beat the Teacher, Class Money, Reward Box. Head Teacher certificates will be awarded to each class on a weekly basis (Friday) and HT parties will take place at the end of each month.

There are many different motivating programmes that teachers can plan with their class.

Teachers are able to tailor these systems to meet the needs of the class and can change them regularly to maintain motivation.

All staff should regularly issue house tokens to those demonstrating the school values. There is a significant reward for the winning house.

Consequences

Every member of staff is authorised to put reasonable consequences in place for inappropriate behaviour. Pupils should be aware of what the consequences are and why they have been applied. The following consequences can be utilised:

A reprimand

Move to a seat away from others for a while

Time out of the class for a while (provided the pupil can be easily supervised)

Kept in or brought in at playtime (again, provided supervision can be provided)

Loss of class privileges or loss of golden time

Contact SLT

Contact parents/carers

Behaviour review meeting with HT will take place if a child is consistently on amber or red.

Teachers will review and monitor this on a monthly basis.

Behaviour Review and Support

If a pupil is **regularly** displaying disrespectful behaviour or compromising the rights of others, and class measures are not having a positive impact, a pupil will engage in a behaviour review and agree specific targets to work towards. Likewise, pupils who struggle to behave appropriately in the playground may be referred for a behaviour review.

The parent or carer will be informed of and invited to be part of the behaviour review process.

The pupil and parent will receive a copy of the behaviour review plan. The parent should read it, sign it and return it to school. When the targets are achieved, the form will come home again. It should be signed for a second time and returned to the school. The aim of a behaviour review is always to provide support and to aid communication between home and school.

Appendix C



Kirk O'Shotts Primary School and Nursery Class Equality and Diversity Policy September 2020

Background

Equality Act 2010 and schools

The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of the following protected characteristics:

- Age*
- disability
- gender reassignment
- marriage and civil partnership*
- pregnancy and maternity
- race
- religion or belief;
- sex
- sexual orientation.
- **Age and marriage and civil partnership are not protected characteristics for the school's provision. However, in general, the Act applies across all the protected characteristics in a consistent way.*
- The Act, and the principle of non-discrimination, covers all the activities in the life of a school including:
 - Admissions
 - Provision of education
 - Access to any benefit, facility or service
 - Exclusions
- It is also unlawful to harass or victimise a pupil or applicant

Related legislation and Rights of the Child:

Additional Support Needs: Schools are expected to make reasonable adjustments under the Act to provide auxiliary aids and services for disabled pupils under the Act. Provision for pupils requiring additional support in schools is covered by:

- The additional support for learning (ASL) framework (Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009);
- Accessibility strategies (The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002)

Children's Rights

- Human Rights Act 1998
- United Nation's Convention on the Rights of the Child (UNCRC) was ratified by the UK in 1991. It aims to recognise the rights of all children up to age 18 and ensure that children grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.
- Children and Young People's (Scotland) Bill was agreed in February 2014. It introduces new duties for Ministers and public sector to promote children's rights.

Rationale

Our children and young people live in a diverse society in 21st century Scotland. Kirk O' Shotts Primary is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect.

Our school recognises and celebrates differences within a culture of respect and fairness and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC).

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities. Our policy aims to:

- Promote positive attitudes and behaviours towards equality and diversity
- Promote understanding of equality and diversity through the school curriculum and ethos
- Help the school to meet these aims and fulfil our legal obligations

We are committed to meeting the statutory duties of the Equality Act 2010 and this policy includes information about how we will comply with our duties and also provides guidance about our approach to promoting equality and diversity.

We recognise that these duties also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We also have equality commitments to our staff under the North Lanarkshire Council policies.

Key principles

We work in partnership with other services, agencies and families to deliver integrated services for children, families and young people. The principles of GIFREC (Getting It Right for Every Child) sets out our commitment to improve and develop services against the key SHANARRI themes (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included), to achieve:

- Enhanced support to children and families, when they need it
- Improved services and improving outcomes for children in Kirk O' Shotts Primary.

Our approach to equality and diversity is based on the following key principles:

1. All learners are of equal value irrespective of their race; gender and gender identity; religious or belief; or sexual orientation. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities and outcomes as others.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of inclusion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve/attain to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

8. Challenging prejudice and stereotyping

We tackle negative prejudice and stereotyping. We challenge and report all incidents of prejudice based bullying, for example racist, homophobic or bullying of people because of a disability. We will also challenge gender-based and other stereotypes.

Curriculum for Excellence

This Policy celebrates and recognises the work that our school is undertaking to promote diversity and equality through all aspects of planned learning. Our school aims to meet the challenge to develop children and young people as responsible citizens who:

- show respect for others; who understand different beliefs and cultures;
- are developing informed, ethical views of complex issues;
- know why discrimination is unacceptable and how to challenge it.
- We aim to promote equality and diversity through;
- ethos and life of the school as a community;
- curriculum areas and subjects;

- interdisciplinary learning (IDL);
- opportunities for personal achievement.

Ethos and life of the school

We promote learning within a positive ethos and climate of respect and trust based upon shared values across the school community:

- including parents, whether for young people in school or those not in school;
- all members of staff contribute through open, positive, supportive relationships where children and young people will feel that they are listened to;
- promoting a climate in which children and young people feel safe and secure;
- modelling behaviour which promotes effective learning and wellbeing within the school community;
- being sensitive and responsive to each young person's wellbeing.

Our young people are encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

In Kirk O' Shotts Primary we are particularly aware of the need to remove barriers that socio-economic factors present to many of our pupils and do this by ensuring that the school supplies any necessary resources, offers uniform items at no cost to parents and supports parents with applications to free school meals and clothing grants. The school also makes every attempt to limit costs of trips and special events and considers how best to manage contributions to charity.

We are also aware of ensuring equality of opportunity for our travelling community and respecting their values.

Promoting positive behaviour strategies are inclusive and supportive. Systems are designed to maximise opportunities for pupils with additional support needs in this area to feel included and supported.

Our planned assembly programme includes opportunities to promote equality and diversity through HWB and RO assemblies. We also include celebrations of different festivals.

Pupil committees also offer opportunities for pupils to explore their rights and have their voices heard.

Curriculum areas and subjects

We promote learning where children experience a broad general education. We encourage the curriculum to be organised and planned in creative ways which encourage deep, sustained learning and which meet the needs of all children. Learning experiences and resources across all curricular areas should portray people with protected characteristics of equal status.

Interdisciplinary learning IDL

We encourage effective IDL

- is planned around clear purposes to develop our pupils as responsible citizens with an understanding of equality and diversity.
- is based upon experiences and outcomes drawn from different curriculum areas or subjects and ensures progression in skills, knowledge and understanding of equality and diversity.
- provide opportunities for mixed stage learning.

Opportunities for Personal Achievement

Pupils will have equal access to opportunities of personal achievement.

Leadership, roles and responsibilities for equality and diversity

The Head Teacher will ensure that:

- The policy is fully implemented and promoted, making certain that all staff are aware of their responsibilities and are given appropriate training and support.
- Appropriate action is taken in any cases of unlawful discrimination.
- All prejudice-based bullying incidents are recorded and that appropriate action is taken.
- Take a lead role in the school's self-evaluation procedures and staff development for equality and diversity
- The Council's recruitment and selection policies are adhered to.
- Volunteers and visitors to the school are aware of this policy.

All Staff will:

- Maintain the highest expectations of achievement for all pupils
- Promote an ethos in the classroom that values equality, inclusion and diversity
- Challenge prejudice and discriminatory behaviour
- Deal fairly and professionally with any prejudice-based bullying incidents
- Plan lessons that reflect the school commitments to equality and diversity
- Keep up to date with the law on equality and any changes to policy.

The Parent Council will:

- Promote the policy to all parents/carers and the wider community.