



# **MOSSEND PRIMARY SCHOOL**



## **WHERE STARS SHINE BRIGHTER**

**Calder Road  
Mossend  
BELLSHILL  
ML4 2RH**

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We the pupils of Mossend PS & NC promise to be



Mossend Primary School and Nursery Class  
'Where Stars Shine Brighter'



Dear Parents and Carers,

Welcome to Mossend Primary School.

We are delighted that you are considering sending your child to Mossend Primary School.

Some of you are already familiar with our school, others we welcome for the first time. As parents, we have the right to expect that all of our children will be provided with the highest quality of education in a climate where they are safe, valued and treated with dignity and respect.

We believe that in our school community, we have created a caring community, where children can develop their full potential in bright and stimulating surroundings.

We strive to ensure that our pupils have opportunity to maximise their achievement and attainment, endeavouring to develop children into mature, health conscious, fit and well adjusted young people who are fully equipped with the necessary skills and knowledge to enable them to successfully develop as active citizens of the future.

Our home/school partnership is of great importance. Working together and communicating openly ensures best value for all.

Please keep in touch with our School, through our monthly newsletters, website, school app, class Teams on Microsoft and our Parent Council.

Parents who have entrusted their children to us can be confident that all efforts are made to develop each child to his/her potential in a caring environment.

If at any time you wish clarification about any aspect of your child's education or our school then please do not hesitate to contact the school and make an appointment with a member of the Senior Management Team.

Meanwhile I would like to wish your child many happy learning experiences ahead.

Yours sincerely

The staff at Mossend PS

**WHERE STARS SHINE BRIGHTER**

# Mossend Primary School Staff



<b>Acting Head Teacher</b>	Mrs Bernadette Hunter
<b>Acting Depute Head Teacher</b>	Mrs Nicola Brownlie
<b>Acting Depute Head Teacher</b>	Mrs Pamela Johnston
<b>Principle Teacher</b>	Mrs Vicky Cole
<b>Acting Principal Teacher</b>	Mr Gordon Reid
<b>Class Teachers</b>	Miss Heather Tinto Mrs Carly Weir Miss Fay Simpson Miss Elizabeth Brennan Miss Hannah Callander Mrs Francesca McKay Mrs Moira May Miss Lauren Marshall Mrs Laura Currie Mrs Eleanor Briggs Miss Aileen Mullen Miss Ami McDonald Miss Shanice McIntyre Miss Toni Harris Miss Laura Graham Mrs Linsey Gordon Mr Harry Malik Miss Lisa Watson Mrs Ashleigh Currie Mrs Louise Christie Miss Layla Tosunoglu Miss Pauline Mill
<b>Total staffing</b>	21.5 FTE
<b>Lead Early Learning Practitioner</b>	Mrs Helen Blevins
<b>Early Learning Practitioner</b>	Mrs Margaret McCausland Mrs Karen Irons Mrs Michelle Brown Miss Jacqueline Laverty Miss Stephenie Condron
<b>Early Learning Childcare Support Worker</b>	Mrs Liz Smith
<b>NON TEACHING STAFF</b>	
<b>Senior Clerical Assistant</b>	Mrs Gillian Wilson
<b>Clerical Assistant</b>	Mrs Elizabeth Colquhoun
<b>Classroom Assistant</b>	Mrs Jacqueline Shepka
<b>Additional Support Needs Assistants</b>	Mrs Michelle Cook Mrs Lorna Crossan Mrs Carolann McLaughlan Mrs Louise More
<b>Janitor</b>	Mr Davie Christie
<b>Catering Manager</b>	Mrs Charlotte Stewart
<b>Cleaning Supervisor</b>	Ms Trisha Loudon

## General Information



### Contact Details

**Address** Mossend Primary School and Nursery Class  
Calder Road  
Bellshill  
ML4 2RH

**Phone** 01698 274905

**Email** [enquiries@mossend.n-lanark.sch.uk](mailto:enquiries@mossend.n-lanark.sch.uk)

Mossend Primary School teaches children of Primary age in the stages Primary 1 through to Primary 7 and is a non-denominational co-educational school.

The current planning capacity of the school is 397. Parents should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised. The school role at present is 374.

As of August 2020, our class structure is:

Room 1—Primary 1  
Room 2—Primary 1  
Room 3—Primary 2  
Room 4—Primary 2  
Room 5—Primary 3  
Room 6—Primary 3  
Room 10—Primary 4  
Room 11—Primary 3/4  
Room 12—Primary 4  
Room 14—Primary 5  
Room 15—Primary 5  
Room 16—Primary 6  
Room 17—Primary 7  
Room 18—Primary 6  
Room 19—Primary 7  
Room 20—Primary 7

Most of our pupils transfer to Bellshill Academy, which is our catchment high school.

We also have a non-denominational nursery class of 40 full time places. These places are term time, Monday to Friday, 8.45am to 2.45pm. Each child receives a hot lunch daily.



## General Information

### School Hours

#### **Primary 1—Primary 4**

9.00am—10.15am  
10.15am—10.30am—Interval  
10.30am—12.noon  
12.noon—12.45pm—lunchtime  
12.45pm—3.00pm \*\*\*

### School Hours

#### **Primary 5—Primary 7**

9.00am—10.35am  
10.35am—10.50am—Interval  
10.50am—12.30pm  
12.30pm—1.45pm—lunchtime  
1.45pm—3.00pm

\*\*\* Our COVID19 recovery plan means that we currently dismiss Primary 1—Primary 4 at 2.50pm from the playground. These arrangements are continually reviewed.

All Primary 1 children are required to attend school full time from first day of school session in August.

### Breakfast Club

The standard cost of a breakfast will be as follows:

- Free if the pupil is in receipt of Free School Meal Entitlement (including all P1 - P3 children) OR
- £1 PER PUPIL PER DAY
- There is a sliding scale where there is more than one child from the same family attending - all children in the family must attend at the same time for the discount to be applied.

1st Child £1  
2nd Child 50p  
3rd Child 30p

The total cost of the breakfast for siblings will be taken from the oldest child's card.

**Breakfast Club is available to all children and there is no need to book in advance. It opens at 8.15am with the last admission at 8.40am.**

### Out of School Care

Out of School Care is available from Orbiston Neighbourhood Centre and Bellshill & Mossend YMCA. For further information please go to the School Office.

### Supervision of Playground

An adult presence is provided in the playground at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Support Staff and members of the Senior Management Team are in the playground at playtime and children with any problems are encouraged to go to them for help.



# School Holiday Dates

## August 2021 - June 2022

### ***December 2020 - January 2021***

Christmas and New Year Holidays:

Wednesday 23 December 2020 - Tuesday 5 January 2021 (inclusive)

### ***February 2021***

Mid-term break: Monday 8 February 2021 and Tuesday 9 February 2021

In-service Day: Wednesday 10 February 2021

### ***April 2021***

Thursday 1 April 2021 and re-open on Monday 19 April 2021

(Good Friday 2 April 2021 and Easter Monday 5 April 2021)

### ***May 2021***

May Day holiday: Monday 3 May 2021

In-service day: Thursday 6 May 2021

May weekend holiday: Friday 28 May 2021 and Monday 31 May 2021

### ***June 2021***

School closes: Thursday 24 June 2021



## Enrolment Information

### Enrolment of children at Mossend Primary School

Parents wishing to enrol their child, or seeking a place for their child in Mossend Primary School should telephone the school office.

### Registration of Infant beginners

In January of each year, the Education Authority advertise through a range of medias, when the parents of children who will be 5 before March 1st of the following year should attend their local school to register the child for starting school in August. This means that children will be between the ages of 4 years 6 months and 5 years 6 months when starting school. Parents are required to bring the child's birth certificate and council tax notification.

Parents are usually invited to come to the school in April / May time, to attend a Primary 1 launch. Ways of preparing your child for school will be discussed at the meeting along with uniform and all the relevant information to ensure a smooth transition to Primary 1.

### Placing Requests

You have the right to make a placing request for your child to be educated in a school other than their 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 places at the start of the school session, Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session, Every effort will be made to try to meet 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 into the associated secondary school. 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 councils website.

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



## Transport

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

Parents/carers who consider they are eligible, should obtain an application form from the school or from Education and families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

### **Pick up points**

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

Walking distance in total, including 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 the above paragraph)

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

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.

# Primary/Secondary School Transfer

**Bellshill Academy**

Main Street  
Bellshill  
ML4 1AR

**Head Teacher:** Jodie McGraw

**Telephone:** 01698 274940

**Fax:** 01698 842662



## TO THE PARENTS OF MOSSEND PRIMARY SCHOOL

As Head Teacher of Bellshill Academy, I am delighted to have the opportunity to contribute to your school handbook. We have an excellent partnership with the staff and pupils of Mossend Primary School and we work very closely throughout the year to ensure that every child's transfer from P7 to S1 is a positive and meaningful experience.

Our transition programme is extensive and involves all pupils from Primary 6 and Primary 7. Within our Cluster, we are in the very fortunate position of having dedicated Transition teachers who work with the pupils in Mossend Primary and continue to work with them when they move to the Academy as S1 pupils. In addition, a range of Academy staff work with the P6 and P7 pupils on some very exciting initiatives. We also have a Science link project, 'CSI Bellshill', which has been an outstanding success. This initiative has enhanced the existing programme which provides pupils with opportunities to visit the Academy to participate in Enterprise, Sport and Home Economics projects.

The highlight of our transition programme takes place in June when all of the children in Primary 7 visit the Academy for two full days. During these days, the children follow a normal secondary school timetable, the timetable, in fact, which will become their own when they start in August. These two days are a very exciting time for the children and are followed by our highly successful summer school which is open to all of the children in our new S1.

Within the Academy we are committed to providing the best possible educational experience for all of our young people and to developing strong partnerships with all of our parents and carers. This session, together with our Cluster schools, we have already hosted a Curriculum for Excellence Evening, an Open Evening and later in the year we will hold a special Bellshill Academy Roadshow in Mossend Primary to provide further information on our Transition programme for all parents of P7 pupils. These events provide important opportunities for parents and pupils to visit the school and meet and talk with our senior staff.

I would like to extend my thanks to all Mossend Primary School staff for their invaluable contribution to the success of our transition work. I very much look forward to working in partnership with all of the parents and carers of our new S1 when the children transfer from Primary to Secondary in August. In the meantime, if I can be of any assistance to you with regard to our transition programme or indeed any aspect of our provision at the Academy, please do not hesitate to contact me.

Yours sincerely,

Jodie McGraw  
Head Teacher

Pupils normally transfer between the ages of 11 years 6 months and 12 years 6 months 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.



## Equal Opportunity and Social Inclusion

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.

In line with local authority policy:

- ♦ All staff will be fully aware of authority and school policy on equal opportunities and social justice.
- ♦ Equal opportunities will be provided for all pupils and staff. All children will be made aware of the equal value of others irrespective of sex, race, religion, culture, disability or disadvantage of any kind.
- ♦ The curriculum will promote a positive image of equality in matters of sex equality, religion, race, culture, disability or disadvantage.

School activities and events will reflect equality for all in respect of the above. Every member of staff will be committed to fulfilling the requirements of the above and any matter relating to the above should be discussed with the Senior Management Team.

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



## 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 categories—to enable each child or young person to be:

- A successful learner
- A confident individual
- A responsible citizen
- An effective contributor

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

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

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

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



## Curriculum for Excellence

### What are the Curriculum for Excellence levels?

There are five levels and these are flexible depending on the 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 Forth levels S1—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 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 curriculum areas, which in secondary school covers years S1 to S3, and may be subdivided further into individual subjects.

The 8 curriculum areas are:

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

### The Senior Phase

Schools are taking a range of approaches to the senior phase and are able to offer great 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 peoples needs and prior achievements
- Developing pathways for able learner, which bypass qualifications at lower levels to allow more time to be spend on more challenging learning at higher levels
- Provide specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.



## Curriculum for Excellence

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 dependant 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-S3

Senior phase S4 to S6 and other forms of study.

### The Senior Phase

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

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

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

### Personal Support / Career Planning

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



## Assessment and Reporting

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

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

## Additional Support Needs

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

North Lanarkshire Council's policy is contained within 'Support for Learning Policy into Practice2', a copy of which is available in the school. The school has a support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

Support for Learning is the responsibility of all staff. In every class and at every stage children may require support. In Mossend Primary staff will identify early any pupils requiring additional input in particular curricular areas to ensure the rate of pupil progress is maximised. This is ensured through a careful tracking and monitoring system of pupil progress.

### **Looked After Children**

Looked After Children ie children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. The Senior Leadership Team deal with this.



## Getting it Right for Me plan

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

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

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

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

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

Where more intensive support for a child or young person needs to be planned, 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.



These plans are determined by a process of staged intervention (see Section 3 North Lanarkshire Council's Policy into Practice). Intervention will happen at the earliest opportunity and will be monitored and evaluated at regular intervals.

It provides:

- A record of intervention and achievement for individual children
- An approach which involves parents, pupils, support staff and support agencies
- Learning and support plans which records the needs of pupils and have been agreed by all
- A structured monitoring and review cycle

At Mossend Primary we assess pupils' needs through:

- Baseline Assessments
- Standardised Tests
- Benchmarking for language
- Checklists of behaviours (staged intervention)
- Pupil profiles and previous records

We also use information provided by parents, other professionals, current and past work, minutes of review meetings, psychological assessments and by the pupils themselves. Through this staff are able to build a profile of the pupils' needs, any curricular issues, their social skills and behaviours.



# School Improvement Plan

## Mossend Primary School Improvement Plan 2020 / 2021

### Improvement Plan Summary

#### **Cluster Priority**

Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.

#### **School Priority 1**

Attainment and Achievement—improve attainment in literacy with a particular focus on writing school approaches to writing and targeted interventions.

#### **School Priority 2**

Improve the teaching of mathematics and numeracy by fostering a growth mind-set approach, deep and natural links to skills and the world of work and precision tracking and monitoring of pupil attainment informed by assessment.

#### **School Priority 3**

Further improve and support the mental, social, emotional and physical health of all children, families and staff by embedding and extending the range of nurture based approaches across the school.

#### **Nursery Class priority**

To continue to extend nurturing approaches to support and improve the mental, physical and emotional wellbeing of our children and families as part of the COVID19 recovery plan.



## Home Learning – Digital

North Lanarkshire is committed to providing all children with high quality teaching and learning experiences.

During the recovery of COVID-19 there may be occasions when learning has to take place digitally and out-with school.

As such North Lanarkshire has launched a new Digital School aimed at providing high quality learning experiences that can be carried out remotely.

Mr Reid, Mr Malik and Miss McIntyre are all responsible for the management of digital learning in Mossend Primary School and they are working with the Digital School to create lesson content to support other schools in our cluster.

At this time, we will not be issuing or collecting any physical homework. Our staff team has been working hard to update existing homework policies. We will move towards the use of Microsoft Teams for issuing and collecting homework in the near future.



## Curriculum

As part of our COVID19 recovery plan, we are focusing on 3 key areas within school.

This is referred to as our Recovery Curriculum

### Numeracy

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

Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies.

Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics.

Cultural development and artistic endeavour are influenced by mathematics.

Each of us uses mathematical skills and concepts in everyday life.

To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics enables children and young people to:

### Literacy

The development of literacy skills plays an important role in all learning.

Pupils develop and extend literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they can be creative
- extend and enrich vocabulary through listening, talking, watching and reading.

In developing my English language skills pupils:

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.



## Health & Wellbeing

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and contributions from home economics.

It also includes approaches and activities such as physical activity and nutrition, planned by pre-school settings, schools or colleges to promote the health and wellbeing of their learners and the wider community.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle.

They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives.

A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning.

Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work

for some, open up opportunities to excel in sport or to pursue careers in health and leisure industries.



## Digital School Award

Mossend Primary School and Nursery Class were delighted to receive the prestigious Digital School Award in December 2020.

Digital Schools Awards is a national awards scheme to promote, recognise and encourage a whole school approach to the use of digital technology in schools.

You can find out more about the award at:

<https://www.digitalschoolsawards.co.uk/>

Schools that successfully complete the programme receive a nationally recognised award by Education Scotland and at the time of receiving our award we were one of only ten schools in North Lanarkshire (between primary and secondary) and the second nursery class and have been asked to be a mentor school for other establishments to achieve the same status.

The Award is testament to the hard work of our teaching staff, who have been instrumental to developing and implementing our whole school digital learning strategies. Children who attend Mossend Primary School and Nursery Class will be immersed in a range of digital technology and in doing so will develop skills for learning, life and work.

Our teaching is embedded within real-life STEM contexts, designed to encourage collaboration, creativity, innovation, resilience and problem solving with a clear focus on digital literacy, computer science and cyber resilience; preparing our children for entering the adult world where it is now difficult to imagine a job or industry that doesn't involve some level of digital skills and equipping our pupils to participate fully in the ever digitised social and cultural landscape they now live in.

Parents/Carers are supported and encouraged to share this learning with their child, with regular workshops, help videos and communication via the Mossend App which is available to download free of charge from Apple and Android stores.

We also have a Parent Zone on our website with relevant and timely information and look forward to working together to utilise digital technology to enhance learning and teaching and improve the educational outcomes for your child.





## Promoting Positive Behaviour and Relationships

Children are expected to behave in a responsible and polite manner to staff and to each other. Pupils will be encouraged to have a high standard of behaviour through praise and rewards. There is a clear understanding developed by both staff and pupils of their expectation, rewards and consequences.

School rules/expectations are simple and based on safety, consideration and responsibility

- We are gentle. We don't hurt others.
- We are kind and helpful. We don't hurt anybody's feelings.
- We listen. We don't interrupt.
- We are honest. We don't cover up the truth.
- We work hard. We don't waste our own or other's time.
- We look after property. We don't waste or damage things.

The quality of education which can be offered is dependent upon the quality and effectiveness of the learning and teaching which can be provided. To be fully effective, this requires the existence of a positive and harmonious ethos within the school.

In general, pupils will be encouraged to become responsible for their own standard of behaviour. We actively promote personal responsibility in all decisions children make with regard to their behaviour. Staff have high expectations for all pupils and these are shared and monitored regularly throughout the school day/week/year. Parents are an essential part of this process and will be fully involved in supporting their child.

We have a pupil individual award system which is Dojo points. When a pupil is recognised for something, a member of staff in the school is able to award them a point. At the Fabulous Friday Assembly, the pupil with the most Dojo points from each class, receives a certificate.

We also have a class reward system, POWER UP. Pupils in each class work hard together on lining up, good playground behaviour etc. Staff members give out POWER UP cards to classes and at the Fabulous Friday assembly, the class with the most cards receives a certificate and a prize.



## **Spiritual, Social, Moral and Cultural Values**

In line with the Education Authority Policy on Religious Instruction and Religious Observance (1993) the school aims at providing a way of considering standards and values, at stimulating the child to develop religious insight, sensitivity and understanding which applies to all forms of activity.

Religious, Social and Moral education is taught by the Class Teacher.

We recognise that the Education Act allows parents to withdraw their children from any instruction in religious subjects and from any religious observance, and such pupil will not be placed at any disadvantage with respect to secular instruction.

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.

We are very happy to make arrangements for children whose families have special religious celebrations that are not within the Christian calendar - to help us look after your children, please let us know if they require special facilities during, for example, Ramadan.

### **Raising Achievement For All**

North Lanarkshire council always has been committed to Raising Achievement for All as reflected in the Improvement Plan and the Authority document of the same name. As we move into the Curriculum for Excellence the areas of RAFA continue undiminished and reflecting the new curriculum.

## Extra Curricular Activities



We usually run an extensive after school club programme, however in the interests of safety, minimising contact between children and adults from different classes, and as part of our COVID19 recovery plan, clubs will be postponed until further notice.



## **General Data Protection Regulations (GDPR Statement for Education)**

### **What is the 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 the Civic Centre, Motherwell, ML1 1AB.

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

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

### **Legal basis for using your information**

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

### **Your personal information**

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

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

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

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

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



### 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 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.



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

### How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our website at

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003>

### Your rights under GDPR

You can:

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

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

### The Council's Data Protection Officer

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

Data Protection Officer (DPO)  
Civic Centre  
Windmillhill Street  
Motherwell  
ML1 1AB  
Or by email to [AITeam@northlan.gov.uk](mailto:AITeam@northlan.gov.uk)



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

### 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 what 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 email to: [casework@ico.org.uk](mailto:casework@ico.org.uk)

### Transferring Educational Data About Pupils

Education authorities and the Scottish Government

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

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



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

### 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](http://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>

### Concerns

If you have any concerns about the ScotXed data collections you can email [school.stats@scotland.gsi.gov.uk](mailto: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, [www.scotxed.net](http://www.scotxed.net).



## Child Protection

### Child Protection

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

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

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

### 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.

Child Protection Co-ordinator is: **Mrs Hunter**

Adult Protection Co-ordinator is: **Mrs Hunter**

**Mrs Hunter can be contacted on 01698 274905**

## Bullying



**Bullying in any form, verbal, physical or threatening, will not be tolerated and parental co-operation will be sought to ensure that such unacceptable behaviour is eradicated at an early stage.** If any parent suspects that his/her child is being bullied, this must be communicated to a member of staff to enable action to be taken.

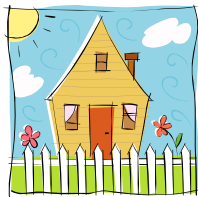
The school has an Anti-Bullying Policy, detailing signs of bullying, preventative measures, the roles of parents and staff, and the procedures to be followed when bullying has been identified. A copy of this policy is available for parents on application to the school office.

Parental co-operation will also be sought in the event of any other behavioural difficulties, which may arise. This may involve the Head Teacher, parent and class teacher meeting on a regular basis to discuss, agree and implement a plan of action to resolve a difficulty. This level of co-operation is usually very effective. Where pupils persist in displaying anti-social or disruptive behaviour, the advice of Psychological Services staff may be sought, after consultation with parents.

The aim is to train pupils in self-regulation rather than to impose discipline. However, the safety and happiness of pupils is of utmost importance and this features strongly in many of the school rules.

***“It is our aim to encourage good behaviour and self discipline amongst our pupils making our school a happy, safe environment in which our children learn and play.”***

- R**esponsibility: You are responsible for your own actions.  
**E**quality: Everyone is entitled to be safe and happy in school.  
**S**chool: Mossend is a peaceful school where everyone deserves respect.  
**P**roperty: We respect the school property.  
**E**xpectations: We expect all children and adults to respect each other.  
**C**onsequences: There will be consequences for children who do not show respect in our school.  
**T**alk: If we are finding things difficult, we should talk



## Home / School Links



Links between home and school are encouraged and welcomed. At pre-entrant stage, children will be invited to visit the school for a morning or afternoon in May. During the visit the entrants will spend time in the classroom with the teacher. At the same time, parents will also be invited to attend a meeting when important issues relating to the school can be discussed and questions answered.

Emails are sent out regularly to keep parents updated about School activities. We also have a Mossend PS App which we keep up to date, along with our Twitter page. We are an Eco-friendly school and as such we have moved to paperless communication. All communication will be in the form of an email or text message straight to your inbox. This allows us to reduce our printing and copying costs and also prevents letters becoming “lost” in the school bags. It is very important that we have up to date contact email addresses for all parents and carers to ensure that you receive any communication.

Report cards are issued twice a year and these are posted on your child’s OneNote through their class Microsoft Team. Details on how to view your child’s report card will be issued at the time.

Parents’ Evenings are held twice a year by an appointment system and pupil progress can be discussed with the class teacher at this time. At other times, parents can see the class teacher at a mutually agreed time – this should be arranged with the Head Teacher.

## The Parent Forum



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

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

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

### The Parent Council

Parent Councils came into force on 1 August 2007.

In Mossend Primary members of the Parent Council are appointed at the AGM in August/September each year by the Parent Forum.

The Parent Council's rights and duties include:

- Supporting the work of the school
- Representing the views of parents
- Consulting with parents and reporting back to the Parent Forum on matters of interest
- Promoting contact between the school, parents, pupils, and the wider community
- Fundraising
- Taking part in the selection of senior promoted staff
- Receiving reports from the Head Teacher and Education Authority
- Receiving an annual budget for administration, training and other expenses
- Improving home/school partnership and facilitating parental involvement



## Parent Council Members

Name	Member Status	Position on Council
Mrs Andrea Gardner	Parent	Chairperson
Mr Gordon Muir	Parent	Treasurer
Ms Samantha Gilchrist	Parent	
Mr David Lyon	Parent	Secretary
Mrs Caren O'Connor	Parent	
Mrs Linda Byers	Parent	
Ms Fiona Dickson	Parent	
Ms Emma Russell	Parent	
Ms Claire Welsh	Parent	
Mrs Bee Hunter	Acting Head Teacher	
Mrs Nicola Brownlie	Acting Depute Head Teacher	
Mrs Pamela Johnston	Acting Depute Head Teacher—PEF	
Mr Gordon Reid	Acting Principal Teacher	
Miss Lisa Watson	Class Teacher / Promoting Positive Partnerships for School Co-ordinator	

The Parent Council can be contacted at the following email address:

[mossendparentcouncil@gmail.com](mailto:mossendparentcouncil@gmail.com)



## Attendance

### 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.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence or later arrival disrupts teaching routines and so may affect the learning of others in the same class.

Ensuring a child's regular attendance at school is a parental responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

When your child returns to school after an absence, a note explaining the absence should be given to the Class Teacher. If your child is likely to be absent for some time then the school should be informed as soon as possible, i.e. by phone or by a note with another pupil. If no note is given the absence will be recorded as unauthorised.

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

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





## 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:

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

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

### Extended Leave with Parental Consent

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

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

### Exceptional Domestic Circumstances

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

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

It should be emphasised that the school investigates unexplained absence and that the authority has the power to write to, interview or prosecute parents, or refer pupils to the reporter of the children's hearings, if necessary.

The school has a system for informing parents of their children's attendance where it is below 95%. If attendance does not improve the attendance officer will be involved. This at its most serious could involve the Attendance Committee, Social Work and The Reporter to the Children's Panel.

# Clothing and Uniform



## The school uniform is:

Royal blue blazer  
Blue and gold striped tie  
Grey trousers or skirt  
White shirt / blouse  
Grey cardigan or sweater  
Black shoes

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

Clothing which is unacceptable in school under any circumstances.  
This would include items which:

- could potentially encourage factions ( eg. Football colours)
- could cause offence (eg. 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 (eg 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 be used by others to do so

Parents/Carers in receipt of a clothing grant from the council will be encouraged to purchase items which are in accordance with the school dress code.

Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and families. Information and application forms may be obtained from any school, First Stop Shops or online at [www.northlan.gov.uk](http://www.northlan.gov.uk)

Parents 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, Housing Benefit, Council Tax Rebate.

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

The council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/Guardians 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.

## Clothing and Uniform



### P E Kit

Suitable clothing is recommended for PE. For reasons of safety children must have appropriate foot wear, i.e. good old-fashioned black gym shoes. Children should change into T-shirt and shorts (track- suit bottoms where necessary) for gym and back into uniform afterwards. No earrings or other jewellery on gym days please.

Weather permitting, PE will take place outdoors and we ask parents to ensure their child is dressed appropriately for this.

Children should **NOT** wear plasters on their ears. We would advise that if you are considering having your child's ears pierced that this is done at the start of the summer holiday to ensure that they don't miss out on PE.

Can we kindly ask all parents to send in a pair of soft shoes or plimsolls, which should be left in school for the children to change in to.

## Meals



Lunches are available and served in the school Dining Hall where a cafeteria system is in operation.

As you will be aware Scottish Government has provided funding which allows each P1 – P3 child to have a free school meal every day. There is no need to apply for this as money will automatically be downloaded onto your child's lunch card each day.

### **Cashless Cafeteria**

We encourage parents to set up an IpayImpact account and reference details for your child are available from the school office.

The benefit of this account is that you are able to see day to day what your child has ordered to eat, and you are able to top up their dinner card online

All children in receipt of a free school meal, including pupils from P1 - P3, will have their money loaded automatically at 11.30am every day.

Children of parents receiving Income Support or Job Seekers Allowance (Income based). Employment & Support Allowance (income related) are entitled to a meal without charge.

Information and application forms for free school meals may be obtained from schools, First Stop Shops, Libraries and Kildonan Street, Coatbridge.

Parents/Carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Housing Benefit, Council Tax Rebate.

Only Primary School children in P1 - P3 or who are entitled to a free school meal in P4 - P7 are entitled to free milk. Milk may, however, be available for purchase in the school during the lunch period.

**It is the responsibility of parents to renew their application each year.**

### **Price**

At the time of printing a school meal of starter and main course or main course and pudding with milk costs £3.00

### **Packed Lunches**

Children may bring their own packed lunch to school, which they eat in their classroom and are supervised by Support Staff .

In Mossend many of our children choose to have a Snack to Go from the dining hall. This service allows the children to pre-order a packed lunch where they can choose a sandwich with a choice of fillings, fruit or yoghurt and a choice of drink.

From September 2020, all eligible two year olds and all children aged from 3 to those not yet attending primary school, that attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or private nursery) will be entitled to 1140 hours Early Learning and Childcare provision. Those children attending for 4 hours per day or more, will receive a free meal as part of the Early Learning and Childcare entitlement.



## Meals

### Special Diet Procedures

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by catering staff.

A medically prescribed diet form must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some food conditions (PKU, coeliac) parents / carers may be asked to supply prescription food or attend a meeting to discuss the child's dietary requirements.

For information a vegetarian option is offered on a daily basis.

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

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

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

Any change in the child's dietary requirements must be advised through a Registered Dietician or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to High School or change schools, FSS will need to be informed as soon as possible.



## Medical and Health Care

When a child enrolls at our school we fill in a form that gives emergency contacts, the child's GP and any other medical information.

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then at the ages 10/11 years and 13/14 years, by the staff of Lanarkshire Health Board. Parents may refer their child at other times to the Clinical Medical Officer for examination or advice.

Dental Inspections are also 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 to a family dentist instead.

Secondary school pupils receive examination and treatment at the Local Community Dental Clinic on request.

There is a Toothbrushing and Fluoride Varnish programme for Nursery, P1, P2 & P3 children.

The Public Health nurses are good friends to our school. They visit for the official examinations, but they also visit to help teachers with Health Education topics. If you have anything you wish to discuss with the school nurse do not hesitate to contact the school or Bellshill Clinic for further information.

When a child takes ill or has an accident First Aid is given where possible and we will contact the parent or the emergency contact.

If we cannot contact the parent and we feel that the child needs medical attention we will contact a doctor or call an ambulance. Parents will be informed as soon as possible. The welfare of your child is our main concern at all times.

### 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, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about details of closures. We will put information on Twitter, send emails, update our Mossend PS App and website.

Our main source of contact with our parents is via email. We ask that parents ensure that they have given the school their up to date email.



## **School Handbook 2021**

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

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

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

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

**8th December 2020**



## Some Important Addresses

North Lanarkshire Council  
Education and Families  
Municipal Buildings  
Kildonan Street  
COATBRIDGE  
ML5 3BT

**Telephone: 01236 403140**

Bellshill Community Learning & Development  
Bellshill Academy  
321 Main Street  
Bellshill  
ML4 1AR

**Telephone: 01698 274685**

**CLD-Bellshill@northlan.gov.uk**

Jill Woodward (Continuous Improvement Officer)  
Elaine Johnstone (Continuous Improvement Officer)  
North Lanarkshire Council  
Municipal Buildings  
Kildonan Street  
COATBRIDGE  
ML5 3BT

**Telephone: 01236 403140**

North Lanarkshire Council Elected Members

Mr Frank McNally / Mr Baird / Mr Coyle  
North Lanarkshire Council Offices  
Civic Centre  
Windmillhill Street  
MOTHERWELL  
ML1 1AB

### Letting Procedures

It is the council Policy that school accommodation be made available as far as possible outwith school hours for the use of the community. Such use by groups, clubs etc, will be in accordance with approved letting procedures and enquiries should be directed to Cultural NL (01236632778).



## Contacts in Relation to Support for Learning

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

Carol McShane  
McShaneC@northlan.gov.uk

You can also get more help and advice from:

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

**0345 123 2303**

[info@enquire.org.uk](mailto:info@enquire.org.uk)

[www.enquire.org.uk](http://www.enquire.org.uk) for parents and practitioners

[www.enquire.org.uk](http://www.enquire.org.uk) for children and young people

**Resolve** (Independent Adjudicator)  
Scottish Independent Advocacy Alliance  
Mansfield Traquair Centre  
15 Mansfield Place  
EDINBURGH  
EH3 6BB  
[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)  
[www.siaa.org.uk](http://www.siaa.org.uk)

**Telephone No: 0131 313 8844**

### **Reference to Additional Support Needs Tribunal (Scotland)**

ASNTS  
Health and Educational Chambers  
First Tier Tribunal for Scotland  
Glasgow Tribunals Centre  
20 York Street  
Glasgow  
G2 8GT

**Telephone: 0141 302 5860**

[www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

**NHS Lanarkshire**  
Bellshill Health Centre

**Telephone No: 01698 575700**

### **Social Work**

**Telephone No: 01698 346666**

## Appendices

### Appendix One : Map indicating position of the establishment.

