

CONTENTS

<u>TITLE</u>	<u>PAGE NO.</u>
INTRODUCTION BY HEAD TEACHER - EDUCATIONAL AIMS	3
SCHOOL INFORMATION	4-5
STAFFING INFORMATION	5-6
SCHOOL HOURS	7
OUT OF SCHOOL CARE	7
THE SCHOOL YEAR – HOLIDAY ARRANGEMENTS	8
CURRICULUM FOR EXCELLENCE	10-15
ADDITIONAL SUPPORT NEEDS	16-17
IMPROVEMENT PLAN	18
HOMEWORK	19
SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES	19
EXTRA-CURRICULAR ACTIVITIES	20
FREEDOM OF INFORMATION	20
DATA PROTECTION	21
TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS	23
CHILD PROTECTION	24
SCHOOL DISCIPLINE/ANTI-BULLYING PROCEDURE	24 –26
HOME AND SCHOOL LINKS	27
ATTENDANCE AT SCHOOL	28-29
FAMILY HOLIDAYS DURING TERM TIME	30-31
CLOTHING AND UNIFORM	32-33
MEALS	33
PLACING REQUESTS	34
TRANSPORT	34-35
MEDICAL AND HEALTHCARE	36
INFORMATION IN EMERGENCIES	36
THE PARENT FORUM	37
THE PARENT COUNCIL	37
TRANSFER FROM PRIMARY TO SECONDARY SCHOOL	38
IMPORTANT NAMES AND ADDRESSES	38-39

EDUCATIONAL AIMS

Our vision in Muirhouse is "Dream, Believe, Work and Achieve".

Dream - We have high hopes for our future.

Believe - We are confident and resilient.

Work - We have a growth mindset and always try our best.

Achieve - We work together to reach our goals.

We value happiness, safety and learning and understand the importance of trust, kindness, friendship and respect to achieve our vision.

We aim:

- To provide high quality teaching and learning experiences that foster **successful learners**, who attain well in literacy and numeracy.
- To provide a positive and nurturing environment where children can develop resilience and become **confident individuals** who are able to cope with life choices and challenges.
- To provide equal opportunities for all children to develop an understanding of the world they live in and become **responsible citizens** who look after themselves, each other and their community.
- To provide opportunities for children to develop an enterprising attitude and skills that enable them to work well in different teams to solve problems and become **effective contributors** to society.

Mrs K Jamieson
Head Teacher



North Lanarkshire Council has responsibility for the provision of education in your area. By law Authorities are required to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.

SCHOOL INFORMATION

Muirhouse Primary School
66 Barons Road
Motherwell
ML1 2NB

Telephone No **01698 274995**

E-mail address: - enquiries-at-muirhouse@northlan.org.uk

School Website:- <https://blogs.glowscotland.org.uk/nl/muirhouseps>

Present Roll - 267 Capacity - 367

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

COMPOSITE CLASSES

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. Head Teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations. Composite classes at Muirhouse Primary will be formed based on working groups in Literacy or Numeracy to ensure continuity of progression for the pupils and retain a good social mix.

STAGES COVERED

Nursery 40 places (full-day sessions, including lunch)
P1 - 7
Non-denominational
Co-educational

COMMUNITY FACILITIES

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

Application for Community Lets

Culture NL Ltd
Community Facilities Section
Coatbridge Community Centre
9 Old Monkland Road
COATBRIDGE
ML5 5EA
Tel: 01236 632778

ENROLMENT

Notice of Infant Enrolment dates are normally given in the local press in January.

Parents who are considering enrolling their child at Muirhouse are very welcome to visit the school and talk to the Head Teacher. It would be preferable if an appointment could be made for this visit.

Parents who live out-with the school's normal catchment area are welcome to call to see the school and speak with the Head Teacher, however, they must register their child at their local school where procedures to apply for a placing request will be explained.

During the summer term, the new intake will be invited to visit the school. We would aim to reassure the children that school is a pleasant, welcoming place. This series of visits will give the children the opportunity to meet their class teacher, visit the classroom in which they will work and become familiar with the school.

During this time, parents will have an opportunity to talk to the Head Teacher and other staff about the school and the curriculum and have any questions answered.

ASSOCIATED SECONDARY

Our associated secondary school is **Clyde Valley High School**. A very varied programme of primary/secondary links is provided by C.V.H.S. to help make the transition from primary to secondary a smooth process.

MUIRHOUSE PRIMARY STAFF

HEAD TEACHER

Mrs Katie Jamieson

Child Protection Co-ordinator and overall leadership of school and nursery improvement and curriculum development

DEPUTE HEAD TEACHER

Mrs Cheryl Mills.

GIRFEC and Support for Learning Co-ordinator, Co-ordinator of Health and Wellbeing Interventions and deputising for the Head Teacher in her absence.

DEPUTE HEAD TEACHER (Acting)

Mrs Fiona McMahon

Nursery, Literacy Coach and deputising for the Head Teacher in her absence.

PRINCIPAL TEACHER (Acting)

Mrs Leanne Smith

Pedagogy Practitioner, Support for Learning in Numeracy, Delivery of Health and Wellbeing Interventions.

Primary 1a	Miss L McCallum
Primary 1b	Mrs J Muir/Mrs L McKay
Primary 2	Mrs Y Clapperton
Primary 2/3	Mrs S Meek
Primary 3	Mrs L Brown
Primary 4	Miss E Conlon
Primary 4/5	Mrs L Wilson
Primary 5	Miss M Donaldson/Mrs L Smith
Primary 6	Mrs L Cunningham/Mrs J Ross
Primary 6/7	Miss L McCash
Primary 7	Miss G Napier / Mrs S Butler
NCCT	Mrs J Ross/Mrs S Butler
Support for Learning	Mrs L Smith
Nurture/Rainbow Room	Mrs S Park / Mrs D McFarlane

PERMANENT FULL TIME TEACHING STAFF: 13.67FTE

ADDITIONAL STAFF FUNDED BY PUPIL EQUITY FUND (PEF): 1.6FTE

NURSERY STAFF

Lead Early Learning & Childcare Practitioner	Miss B Latta
Early Learning & Childcare Practitioner	Mrs S Carson
Early Learning & Childcare Practitioner	Mrs A Meharry
Early Learning & Childcare Practitioner	Miss A Lyon
Early Learning & Childcare Practitioner	Miss A Smith
Early Learning & Childcare Support Worker	Miss S Mellon
Early Learning & Childcare Support Worker	Miss G Scott

NON TEACHING STAFF

Senior Clerical Assistant	Mrs L Newby
Clerical Assistant	Mrs A Stewart

Classroom Assistants

Mrs Jacqueline Meek (0.8)
Mrs Lauren Davies (0.2)

ASN Assistants

Miss Elizabeth Cowan (0.6)
Mrs Diane McFarlane
Miss Louise Dale
Mrs Marie Cullen (0.4)

Janitor

Mrs Sharon McGill

Cleaning Supervisor

Mrs Aileen McGuinness

Catering Staff

Mrs Catherine Ferrie
Mrs Pauline Hattie
Miss Claire Bunch
Mrs Lorraine Smith

Dining Hall Supervisors

Ms Barbara Blair
Mrs Margaret Downs

SCHOOL HOURS

School day	8.55am - 3.00pm
Morning interval	10.35am - 10.50am
Lunch	12.30pm - 1.20pm
Primary 1	10.00am - 3.00pm on first day, thereafter 8.55 - 3.00pm
Nursery	8.45am start 2.30- 2.45pm pick up (all day session, including lunch)

OUT OF SCHOOL CARE

Out of school care is provided by
Clydesdale After School Care
Mobile 07980686705
Landline 01698 352270

2025/2026 School Year

In-service Day 1 & 2	12 th Aug & 13 th Aug 2025
Return to school	14 th Aug 2025 (Thurs)
September Weekend	Fri 26 th Sep 2024 – Mon 29 th Sep 2025
October Break	Mon 13 th Oct 2025- Fri 17 th Oct 2025
In-service Day 3	Monday 17 th November 2025
Christmas Holiday	Friday 19 th Dec 2025- Fri 2 nd Jan 2026 (School opens Mon 5th Jan 2026)
February break	Mon 16 th Feb 2026 – Tue 17 th Feb 2026
In-service Day 4	Wednesday 18 th February 2026
Spring Break/ Easter Holidays	Friday 2 nd April 2026 to Friday 17 th April 2026 (inclusive)
May Day	Monday 4 th May 2026
In-Service Day 5	Thursday 7 th May 2026 (may be subject to change)
May Local Holiday	Friday 22 nd May 2026 and Monday 25 th May 2026
Summer holiday	Friday 26 th June 2026 at 1pm

TRANSFER/ENROLMENT

Parents/Carers seeking a place or offered a place in the school please arrange an appointment to visit with the Head Teacher.

[Primary school registration \(P1\) | North Lanarkshire Council](#)

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

Equal opportunities means ensuring that all pupils, irrespective of belief, race, culture, class, gender and disability, are provided with an education which allows them to develop to their full potential. Such an education recognises the uniqueness of the individual through ensuring that all pupils are equally valued, respected and cared for and have access to the full range of appropriate activities and experiences.

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.

At Muirhouse we ensure that this is the case and all pupils have equal access to all areas of curriculum and school life. We endorse NLC's Racial Equality Policy. Any indication of racial harassment will be treated as a breach of our positive behaviour programme and will be dealt with accordingly as detailed in our behaviour programme on page 22. The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

Implementation of the Education and Families Equality policy including The Equality and Human Rights Commission's Technical Guidance for School in Scotland is the essential guide for the school community to promote equality.

This can be accessed at;

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

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 childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education.

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

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

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

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

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

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

WHAT ARE THE CURRICULUM FOR EXCELLENCE LEVELS?

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these 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

There are eight curriculum areas:-

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

Importantly literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

Learning is divided into two phases.

The Broad Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels.

The levels are as follows:-

LEVEL	STAGE
Early	the pre-school years and P1 or later for some
First	to the end of P.4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some

The **SENIOR PHASE** is from **Secondary School Year 4 and beyond**

Senior Phase	S4 – S6 and college or other means of study
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THE CURRICULM

LITERACY AND ENGLISH

This is at the heart of children's learning: it is through language that they acquire much of their knowledge and many of their skills. We aim to provide a balanced and structured programme through which our children will learn to:-

- **LISTEN** carefully
- **TALK** clearly and fluently
- **READ** for pleasure and information
- **WRITE** appropriately in various ways

P1-P3 use PM Readers, supplemented by Oxford Reading Tree and Collin's Big Cat. P4-P7 have Novel Studies, Literacy Links and the Longman Book Project. All reading programmes are supplemented by the appropriate use of a variety of text books, fiction books, reference materials, pictures, worksheets, topic packs, television and computer programmes, in order that the child can practise the appropriate skills and become confident and competent in their use.

ACTIVE LITERACY

This programme incorporates reading, writing, talking and listening and phonics.

LISTENING

The children will be encouraged to listen individually and in groups on a variety of contexts and for a variety of purposes.

1. Listen for information - through instructions, directions, reporting, tapes, radio T.V. and reference materials.
2. Listen for pleasure - through poetry, story -telling, music, games and theatre and be aware of the differences.
3. Listen to enable them to take part in discussion through tapes, T.V., radio and other children writing other people's views.

TALKING

Throughout the school the children will experience talking in many ways e.g.

- Reporting and handling information
- Discussion of experiences, opinions, feelings, texts
- Speculation
- Role Play
- Drama
- Games

WRITING

We aim to encourage children to organise their thoughts and ideas and express them in a written form. The children will learn to write in many different forms and genres to convey meaning in language. They will be taught to pay careful attention to punctuation, structure, spelling, handwriting and presentation through daily writing opportunities and the Big Writing programme. Children write across the curriculum for a variety of different purposes.

As pupils learn to refine the meaning of their writing through correction, discussion and redrafting and extend the forms and styles, the teachers will introduce grammatical, literary and technical terms of language which can be used in their work. Handwriting and presentation are also important aspects of the writing process.

As skills develop, the teacher will take time to ensure that pupils lay out and present their writing in a neat, legible form using a fluent style which aids the reader. The children will be encouraged to use careful and imaginative layouts in their writing.



READING

We aim to ensure children become life-long readers. Children will read both fiction and non-fiction texts encouraging them to find pleasure from books as well as reading critically and for information. At the earliest stages, learning to read is dependent upon the spoken language that the children bring to school and the knowledge they have gained in the pre-school years about print itself.

Pre-reading skills are developed in the infant classes by providing a stimulating environment and appropriate tasks. No pressure will be put on children and they will progress at their own rate of development, however, appropriate challenge and support will be provided. The children will learn the basic skills of reading through the use of greater variety of texts.

The children will learn to read by combination of initial sight vocabulary, phonic approaches and word attack skills. This will be taken forward using North Lanarkshire Council's Active Literacy Programme. They will learn to enjoy books by listening to stories and poems and talking about them. As children develop their reading skills, the texts will become less supported by illustrations and become more complex and varied in form. The children will learn a range of techniques such as sequencing, prediction, close procedure, making deductions, evaluating, comparing and contrasting texts. Once again our children will experience a greater variety of text.

The pupils will be encouraged to read for enjoyment and maintain a personal reading programme. They will be helped to develop their own tastes in imaginative literature and non-fiction and develop confidence in speaking and writing about them. Each classroom has an attractive and well-stocked and interesting class library. The children can borrow from a varied selection of books in our lending library to encourage and sustain their personal reading programme.



MATHEMATICS AND NUMERACY



Mathematics plays an important role in our lives and has been one of the decisive factors in shaping our modern world. It involves processes such as discovering, discussing, classifying, generalising, ordering and measuring. Children enter school as active thinkers and have already experienced mathematics informally: - handling objects, doing things in order and enjoying pattern. They may have some grasp of number, shape, direction and some skills in counting, measuring, sorting and sharing. It is embedded in their play and everyday activities. Our aim is to build on this previous knowledge and develop it through the experiences and outcomes of a Curriculum for Excellence. Throughout their time in Primary School, our pupils will experience number, money and measurement, shape, position and movement, information handling, data analysis, ideas of chance and uncertainty.

We will try to endeavour to foster a positive, enthusiastic, enquiring attitude to the maths curriculum, where possible placing the mathematical tasks in a meaningful, appropriate context and enabling the children to use their maths knowledge in real life situations.

A variety of teaching methods will be used to deliver the maths curriculum i.e. direct teaching, discussion, activity and enquiry methods.

Each child will be presented with differentiated tasks at an appropriate level which are sufficiently challenging, satisfying and rewarding.

Boys and girls will have equal access to all aspects of the maths curriculum.

Maths will be delivered using many resources such as SEAL Maths Heinemann Active Maths, Heinemann Maths and Teejay for P1 – 7. Worksheets and additional resource materials and equipment have been organised and banked.

Concrete materials will be used at all stages to reinforce learning and will only be removed when the child has a firm grasp of concepts. We will practise oral number skills daily from P1 - 7, to encourage quick mental recall of number facts. The children will learn to make wise decisions on which method - mental, written or using a calculator - is appropriate in particular circumstances and whether an exact or approximate answer is more suitable. Calculators increase calculating power and widen the range of calculations the children can manage. The calculator will not provide unnecessary support or substitute for the development of personal proficiency.

Computers have an important role to play in many aspects of the numeracy and maths curriculum by providing motivating contexts and can be used as a tool in using and applying mathematics e.g. drawing graphs, manipulating tables of information and tracing pathways. We have iPad to enhance learning and teaching. We also have smartboards in every classroom.



SOCIAL STUDIES

The Curriculum for Excellence divides social studies into people, past events and societies; people, place and environment and people in society, economy and business. We teach these through topics, which are carefully chosen to ensure the cross curricular approach encouraged by the Curriculum for Excellence which also gives pupils the experience of science and technologies. In this way we will stimulate the children's awareness and understanding of their environment and their place in it. They will learn about the factors, which have shaped their environment and will build up their knowledge of other people, places and times. They will learn of the interdependence of people and the environment and society's responsibility for the care and conservation of it. The importance of the quality of life on a global as well as local scale must be understood by all pupils. They must understand that events, decisions and changes made in the past have shaped the existing environment and that today's children will contribute to the shaping of the environment of the future. We will plan for the progressive development of our pupils' knowledge and understanding of the world in which they live, develop a wide range of skills to investigate and comprehend the environment and engender informed attitude to it. We will make full use of our local environment and the various agencies within it, taking children out into the community whenever possible.

HEALTH AND WELLBEING

We have a well-developed health programme called "Emotion Works" which is supported by appropriate themes. Our pupils are encouraged to participate in a healthy lifestyle through playground activities; breakfast club; healthy lunches; healthy tuck shop; out of school hours clubs; etc.

We have also increased the amount of time our pupils are involved in active exercise, in line with the Scottish Government's guidelines.

P.E. - This is a regular and important part of the curriculum and will cover three main areas –

- **Body Conditioning and Gymnastics** - developing physical movement and flexibility and building up stamina.
- **Games Skills** - team games play an important role in developing qualities of co-operation, loyalty, leadership and enjoyment of competition.
Each class should have 2 hours of PE and we aim to provide active health as recommended by the Scottish Government.

EXPRESSIVE ARTS

These are – Arts & Design, Dance, Drama and Music, all of which we will use to stimulate the imagination and develop each child's emotional and creative responses. We aim to give children the opportunity to enjoy and appreciate the arts. We will follow the Curriculum for Excellence on Expressive Arts to develop our school policies.

In Expressive Arts the majority of activities will involve creating and presenting and will be practical and experiential. Music evaluating and appreciating music will be used to enhance enjoyment and understanding. We endeavour to link our music activities to our cross curricular topics and we encourage the use of musical instruments as well as technologies to allow this to happen.

ART AND DESIGN - This develops skills on 5 main areas –

PAINTING, DRAWING, MODELLING, COLLAGE AND FABRIC WORK and ART APPRECIATION.

Children's creativity and self-expression will be encouraged and developed as well as an understanding of the work of the great artists and an appreciation of that work. We have a variety of resources available to use as stimuli for developing skills.

DRAMA - The stimulation for drama will come from our cross curricular approach to education. Drama allows children to shine intellectually and emotionally through imaginative use of voice, speech, movement and interaction.



DANCE – Children will be given the opportunity to create dance sequences, moving rhythmically, expressively and playfully. They will work on their own and with others to generate ideas by exploring and choosing movements to create and present dance.

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 moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

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

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

PERSONAL SUPPORT/CAREER PLANNING

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all 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.

How will my child's learning be assessed?

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

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

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year your nursery/school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

Our starting point for assessment is our daily curriculum. The children will be encouraged and supported in order to attain the standards set by the Curriculum for Excellence and Benchmark Statements.

The teachers will plan carefully; identifying clear aims for each area of the curriculum and this planning will take into account the pupils' previous experiences and build on them. Teaching at Muirhouse Primary will involve:-

- making use of Formative Assessment which will allow children to participate in a more personal way.
- choosing tasks and activities which will allow each child to achieve at the appropriate level
- teachers working together to reach an agreement on the level a child has achieved.
- building in assessment activities e.g. observation, learning conversations, professional judgement of a completed piece of work and summative data which will provide the teacher with evidence of progress and help identify specific difficulties or strengths.
- making use of diagnostic and screening tests to monitor developmental stages of our pupils.
- A literacy consultation process to identify dyslexia.

Careful records will be kept of each child's development backed by evidence of progress. Our methods of reporting this to parents is as follows:-

October and May

Parents' Consultation - Parents along with their child will be given a verbal report during their interview with the class teacher. This will allow for appropriate next steps to be taken forward.

March

A written report will be issued to all parents.

ADDITIONAL SUPPORT NEEDS

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

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice", 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.

Looked After and Accommodated Children are deemed to have Additional Support Needs unless assessment determines otherwise.

Parents and young people can request an assessment to establish whether a child or young person has additional needs.

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

GETTING IT RIGHT FOR ME PLANS

Getting it Right for Me plans (GIRFME) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought. Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

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

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

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

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

who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

Care Experienced Children

Looked After Children i.e. children who are cared for directly or those whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.

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, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

IMPROVEMENT PLAN PRIORITIES FOR 2024/25

At Muirhouse Primary and Nursery we build upon previous improvements to deliver a quality service, which provides opportunities for all our pupils to achieve their full potential. The school undertakes rigorous self-evaluation with parents, carers and children. This self-evaluation informs the improvement priorities for the next academic session. These are issued to parents at the start of each new session.

The School Improvement Priorities for 2024/25 are:

Cluster Priority:

By June 2025, we aim to provide increased equity for all learners by ensuring wellbeing needs are met, closing the attainment gap in Literacy (Writing) and improving attendance and engagement. ·

School Priority 1:

By June 2025, through improved attendance strategies and procedures, overall attendance in school will increase from 89% to 90%

School Priority 2:

By June 2025, approaches to learning, teaching and assessment, will have improved for **majority** of learners.

Nursery Priority:

By June 2025, we aim to ensure equity and secure **all** children's progress through a child-centred approach and robust tracking and monitoring processes.

EDUCATION SCOTLAND WEBSITE

An extremely useful website for information on The Curriculum, Learning, Teaching and Assessment, Supporting Learners, Community Learning and Development, Inspection and Review and Using Glow and ICT can be found at:

<http://www.educationscotland.gov.uk/>

HOMEWORK

At Muirhouse we endeavour to forge strong home/school links. To this end we feel it is important to involve our parents in the educational development of their child/children. We do this through a variety of homework tasks which are optional to complete. By sharing these tasks the child/children begin to see the importance their parents place on their education.

We use the ICT programme GLOW and Microsoft Teams to engage with our learners at home. We have also invested in ICT programmes, called Sumdog and Education City, which is a very worthwhile home link for our pupils, staff and parents. NLC Digital Schools/Virtual Classroom is also an effective free online resource that can be used to support learning and teaching. This can be accessed through your child's class Team tile.

SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

This is seen as a vital element in every child's education. It makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, values, attitudes and practices. We are concerned with the spiritual growth of the pupils and help pupils in their search for meaning, value and purpose in life. We encourage pupils to become aware of a wide range of religions and beliefs and foster attitudes of tolerance, respect and awareness of prejudice. We encourage them to think honestly for themselves about religious beliefs and practices and the implications of moral issues within religion. We follow a structured programme of religious education under the headings of Christianity, Other Religions and Personal Search.

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

It is recognised that the Education Act allows parents to withdraw their children from instruction in religious subjects and from any religious observance and any such pupil will not be placed at any disadvantage with respect to secular instruction. 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 HOURS LEARNING

Drama



Netball



Music Club



Book Club

Games Club



Choir

Multi-Sports – including student tutors from Motherwell College



FREEDOM OF INFORMATION

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

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

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

Who are we?

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

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

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

Legal basis for using your information

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

Your personal information

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

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

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

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

How will we use this information?

Your personal information will be used:

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

Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?

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

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Kildonan Street, Coatbridge ML5 3BT.

Your rights under GDPR

You can:

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

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

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

The Information Commissioner
You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these 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, <https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

Child Protection

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

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

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

Child Protection Co-ordinator is: Katie Jamieson 01698 274995

Adult Protection

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society. If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines

Adult Protection Co-ordinator is: Katie Jamieson 01698 274995

SCHOOL DISCIPLINE / ANTI BULLYING PROCEDURE

At Muirhouse Primary we value positive relationships between home and school. It is important that we continue to build upon a feeling of trust through the promotion of a relaxed, happy, industrious and safe atmosphere throughout our school. Children will give of their best if they are allowed to function without fear and encouraged to develop a positive self-esteem.

Aims:-

- ◆ To develop in our pupils a positive self esteem
- ◆ To develop a sense of well being
- ◆ To encourage good relationships among parents, staff and pupils
- ◆ To develop an awareness of dependence, independence, responsibility and trust
- ◆ To encourage a climate of openness and a listening culture.

The relationship between pupil and teacher is of great importance in promoting an atmosphere of courtesy and respect.

We operate a house system whereby pupils earn points for their achievements and for demonstrating the key values of the school.

Our Anti-bullying policy is accessible on the school blog.

The Role of the Teacher:-

- ◆ Children should know what is expected of them in all activities
- ◆ There is a broad balance of activities provided daily.
- ◆ All children are suitably challenged with appropriate tasks according to their needs, aptitudes and rates of progress.
- ◆ All pupils have the opportunity to participate within a group to experience responsibility and social relationships.
- ◆ Reasons and explanations should be given for all decisions.
- ◆ An atmosphere of confidence and trust is promoted by setting high, but realistic, expectations which encourage the children to take pride in themselves and the school.
- ◆ Children should be given the opportunity to engage in experiences which will help them to understand how to communicate with and care for each other. There is a full health and wellbeing programme which includes various resources and programmes which encourage self-regulation and strategies to deal with emotions in a responsible manner.

The Role of the Pupil:-

- ◆ Courtesy and respect must be shown to everyone. This includes fellow pupils, all staff, visitors, parent helpers, etc.
- ◆ Take a pride in our school by respecting school property and the property of others.
- ◆ Follow the classroom and playground charters.
- ◆ Take pride in your work. Always hand in your best work.
- ◆ Wear your school colours with pride. This shows that you belong to the community of the school.
- ◆ Resolve disputes in a peaceful way.

The Role of the Parent:-

- ◆ Encourage your child to be respectful of the views and rights of others.
- ◆ Encourage your child to take pride in his/her school work by showing that you are interested, e.g. in homework tasks, topic activities etc.
- ◆ Support our school in promoting positive behaviour by demonstrating the values of the school.
- ◆ Encourage your child to wear his/her school colours with pride
- ◆ Encourage good attendance at school.

The Role of Management:-

- ◆ Promoting partnership between home and school.
- ◆ Supporting staff and pupils in their efforts to maintain a positive atmosphere throughout the school.
- ◆ Dealing with anti-social behaviour firmly and quickly.
- ◆ Encouraging a climate of openness and listening.

It is evident that the playground is the greatest source of incidents of anti-social behaviour. We are very aware that this is also the case for our school. The introduction of our playground charter should go a long way to address this situation. We continually develop our outdoor areas to ensure they are stimulating and engaging for all our pupils in the hope that this minimises any playground incidents.

An adult presence is provided in playgrounds as break times in terms of the Schools (Safety and Supervision of Pupils Scotland) Regulations 1990

Dealing with Anti-Social Behaviour:-

There may well be individuals for whom this positive approach does not produce the desired improvement in behaviour. If a child is not responding to school charters and is struggling to demonstrate the values of the school, the parent will be contacted to support an individual plan to improve behaviour.

Continued anti-social behaviour could lead to exclusion, if no other solution can be found.

Recording Anti-social Behaviour

Incidents of bullying or racist incidents are recorded in accordance with authority policy.

Serious incidents are also reported to NLC and can result in formal exclusion procedures being implemented.

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 could justify the use of the school discipline procedure.



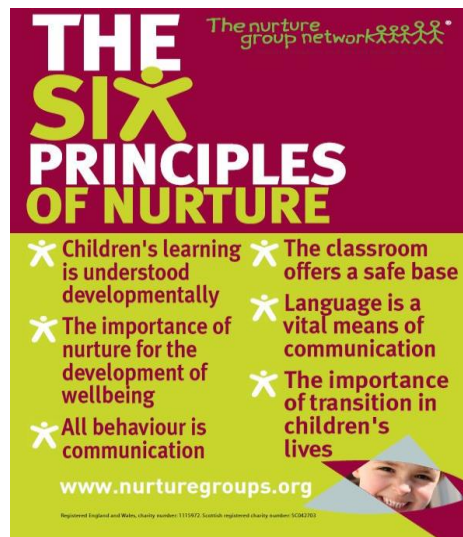
Working together to improve Home / School Communication



The health and wellbeing of all our pupils is extremely important to us and as part of our school ethos, we are always looking for ways to encourage positive behavior in our pupils. As we are fully committed to encouraging our pupils to be all that they can be, we strive to be a nurturing school where pupils benefit from an approach that supports children and young people with their specific needs, while delivering teaching and learning in a way that all can access. The pupil is at the heart of the school focus and their learning is understood developmentally

We try to focus on pupils' individuality whilst ensuring the best social, emotional and academic outcome. Teachers will also enable a culture where every stakeholder's voice counts.

We believe that our children benefit from our commitment to developing an ethos and culture that is inclusive, supports everyone in and associated with the school.



Rights Respecting School

We support pupils each year in drawing up their own classroom charter. This charter is created in collaboration with the children in a class and the adults that teach them. They agree a charter for a rights-respecting classroom. Creating a charter helps children to understand the importance of having rights and to develop a keen sense of awareness of their own responsibilities. In younger classes, children may come up with ideas such as 'be kind, tidy up, say please and thank you, share.' In older classes, these may be more comprehensive, such as 'respect each other, listen carefully to teachers and adults, help each other learn, work hard and always give your best effort.'



Home/School Communication

We have a Home/School Communication via Twitter from P1-P7. This enables the class teacher to communicate directly and confidentially with individual parents. Teachers also have the option to share class achievements and news. Our hope is that this will further improve communication between home and school and give you more information about your child's behavior and effort.

Our website is accessed using GLOW (see details below). Our blog is regularly updated and will keep you informed of upcoming events. You will find policies and newsletters here too.

Our school blog is active on GLOW <https://blogs.glowscotland.org.uk/nl/muirhouseps>

AWARD SYSTEM

Every child will set targets for themselves in relation to the four capacities, at the following intervals;
August- December, January-March, April -June.

These will be shared with parent and carers and evaluated at the end of the term.

Each term the teacher will pick two pupils for each capacity who will receive an additional 'Muirhouse Marvel' certificate and badge at a special celebration assembly. Parents and carers will be invited to attend this special presentation.

Out of School Achievements

At Muirhouse Primary School we also recognise and celebrate the achievements and success of all our pupils out of school. These could be achievements from an out of school club, e.g. passing a grade at dancing, or being chosen as player of the season at football, or something they have done without being part of a club e.g. learning to swim or ride a bike. Pupils can post their achievements at any time throughout the school year by posting it on the Assembly Teams Page. Children will be celebrated at assembly and house tokens will be earned.



PLEASE SUPPORT OUR AWARD SYSTEM



HOME AND SCHOOL LINKS

We endeavour to build up a positive relationship with all our parents, who are always welcome to come to the school to discuss any matter relating to their child's welfare. If there is any problem, it is much better to come and discuss it at an early stage.

- The school will contact parents at an early stage if there are any problems relating to their child at school.
- Parents are encouraged to volunteer as helpers in the school, helping out with such things as maths and literacy games, play activities, trips, leisure activities and library. We are always looking for new helpers and your help would be invaluable.
- Parents are kept informed about school events through regular newsletters.
- Parents' interviews will be held during the second term, when at least two weeks' notice will be given.
- We are very proud of our school and you are always welcome to come and see what we do.

Please note: All adults who help out in our school have to be disclosed through the auspices of 'PVG- Protecting Vulnerable Groups'.

ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc., Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised as defined by the Scottish Government. If your child is likely to be absent for some time, please inform the school by letter or telephone. Please give your child a note on his or her return to school to confirm the reason for his/her absence. Our school also operates a texting service which is used to check on pupil absences.

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

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

Parents 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.

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/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

CLOTHING AND UNIFORM

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

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

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

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

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

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

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

OUR UNIFORM IS:-

- Black blazer with school badge, if wished, and/or school fleece.
- Blue shirt or blouse with school tie and grey trousers or skirt or pinafore.

- Blue school sweat shirts and yellow polo shirts with the Muirhouse logo on them. These can be purchased from
- <https://myclothing.com/muirhouse-primary-school/14754.school>
- <https://www.miyoschoolwear.com/shop/category/Muirhouse?c=2468298>
- <https://www.border-embroideries.co.uk/schools/muirhouse-primary-school.html>



The child's name should be **clearly** marked on all items of clothing. For safety and comfort we recommend that children should have, if possible, shorts, T-shirt and gym shoes for P.E. lessons.

Parents/carers in receipt of a grant for footwear and clothing 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 Learning & Leisure Services. Information and application forms may be obtained from any school or area office. 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 and support allowance (income related); Housing Benefit; Council Tax rebate.

PROVISION OF MEALS



The school operates an online system where children can choose from a variety of foods and have anything from a snack to a full meal. Price Lists are issued to parents and updated regularly. Children in receipt of free meals are able to choose what they wish to the value of £3.25. Provision is made for children who bring packed lunches, to eat them in the dining hall.

Information and application forms for free school lunches may be obtained from [Free school meals and clothing grants | North Lanarkshire Council](#)

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), housing benefit, council tax rebate.

Milk is available for purchase in the school during the lunch period. We have a Breakfast Service in our school which is available from 8.15 am until 8.50am. **The cost is £1 per child and £1.50 for a family of 2 but free to pupils from P1-P5.**

All P1-P5 pupils are entitled to a free school meal.

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

Special Diet Procedures:

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

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

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

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

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

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

Early Years Provision

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

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 primary pupils who live more than one mile from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time.

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

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

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

Pick-up points

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

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

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

Placing Requests

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



MEDICAL AND HEALTH CARE

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

are notified by letter of the doctor's visit and are invited to attend with the child. In addition, parents may refer their child at other times to the Clinical Medical Officer for examination or advice.

Medical Information

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



Routine Checks

The school nurse makes regular visits to school to check on the general well-being of the children. Each child's hearing is tested twice during the years in primary school.

Hospital and Clinic Appointments

A child will be credited with attendance while attending hospital, clinic or dental appointment during school time, if the appointment card is shown to the Head Teacher.

Pupils must be collected from the school by a parent or authorised adult. Prior notification should be provided. Children will **not** be permitted to leave school unaccompanied during the school day.



Illness or Accident in School

When a child becomes ill or has an accident in school, contact will be made with the parent, guardian or emergency contact. It is very important that the school has up to date information about home address and telephone number, place of work and emergency contact numbers, so we can make contact quickly. Mrs Laura Newby is our trained First Aider.

Medicines

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

- a) Inform school office of medicine required to be taken by your child during the school day.
- b) Complete relevant paperwork (parental request form) with up to date details and instructions.
- c) Assist with the administration of the medicine in particularly complex cases.
- d) Provide school with the medicine.

Ensure that the medicine container is clearly labelled with:

1. the name of your child
2. the name of the medicine
3. the dosage and time



- e) Note that oral information will not be acted upon.
- f) If your child suffers from asthma, it is essential that you inform the school office of any restrictions which need to be applied to his/her activities and the medication which has been prescribed, so that this can be used during an attack.
- g) If your child suffers from epileptic attacks, it is essential that you inform the school office of the appropriate emergency treatment which should be given.
- h) If your child suffers from a severe allergy, it is essential that we are informed of the appropriate emergency treatment which should be given.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasion's 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, on the NLC website and twitter.

THE PARENT FORUM

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

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

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to 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

At Muirhouse Primary the membership will be a minimum of three parents of children attending the school. The maximum size is twelve. The Head Teacher will be the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

- ✚ supporting the work of the school;
- ✚ representing the views of parents;
- ✚ consulting with parents and reporting back to the Parent Forum on matters of interest;
- ✚ promoting contact between the school, parents, 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.

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

Our Parent Council Chairperson is: Mrs Laura Summers

Meetings are arranged every 2 months. The Head Teacher will have the right and duty to attend all meetings. The meetings will also be open to members of the public. As stated in the constitution election of parent representatives will be as follows:-

Any parents of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected randomly by placing names in a hat. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.

SUPERVISION OF PLAYGROUNDS.

(Supervision of Playgrounds)

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

This adult will usually be our janitor, who will be in the playground from 8.30 - 8.55 a.m., 10.35 - 10.50 a.m., 12.30 - 1.20 p.m. and 3.00 - 3.15p.m.

Our classroom assistant and ASNAs will assist with playground supervision during the morning interval and at lunch time.

Our SMT will also assist with supervision during the interval and lunchtime.

During Wet Intervals, classrooms are supervised by Senior Management Team, Classroom Assistants, ASNAs and the Janitor.

The Dinner Hall is supervised daily by a member of the Senior Management Team.

SCHOOL TRANSFER FROM PRIMARY SCHOOL TO SECONDARY

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 normally transfer to:-

**Clyde Valley High School,
Castlehill Road
Wishaw ML2 OLS Telephone No. (01698) 274950**

EDUCATION AUTHORITY:-

Education & Families
North Lanarkshire Council
Civic Centre
Motherwell
ML1 1AB

Head of Service (South) – Barry Smedley
Education and Families Manager - Jaqueline Burton

Contact in relation to Support for Learning help and advice on any matters relating to support for Learning can be obtained from:



Paula McGhie
Cluster Improvement and
Integration Lead
Clyde Valley Cluster
McGhiePa@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

www.enquire.org.uk for parents and practitioners

www.enquireorg.uk/yp for children and young people

Children in Scotland – Resolve Mediation

0131 313 8844

Email: resolve@childreninScotland.org.uk

Independent Adjudication

Scottish Government
Directorate for Learning
Support and Wellbeing Unit
Area 2C Victoria Quay
Edinburgh

EH6 6QQ

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

NHS Lanarkshire

Motherwell Health Centre 01698 242610

Wishaw Health Centre 01698 355511

Social Work

Motherwell

Scott House

73/77 Merry Street 01698 332100

Motherwell

ML11 1JE

Wishaw/Shotts

Kings House 01698 348200

King Street

Wishaw

ML2 8BS

Community Learning and Development Locality Offices

Motherwell CLD Office

Our Lady's High School

Dalziel Drive

Motherwell

ML1 2DG

01698 403830

CLD-Motherwell@northlan.gov.uk

Wishaw/Shotts CLD Office

Calderhead High School

Dyfrig Street

Shotts

ML7 4DH

01698 274343

CLD-Wishaw@northlan.gov.uk

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

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

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

Thank you for your continuing support and co-operation.