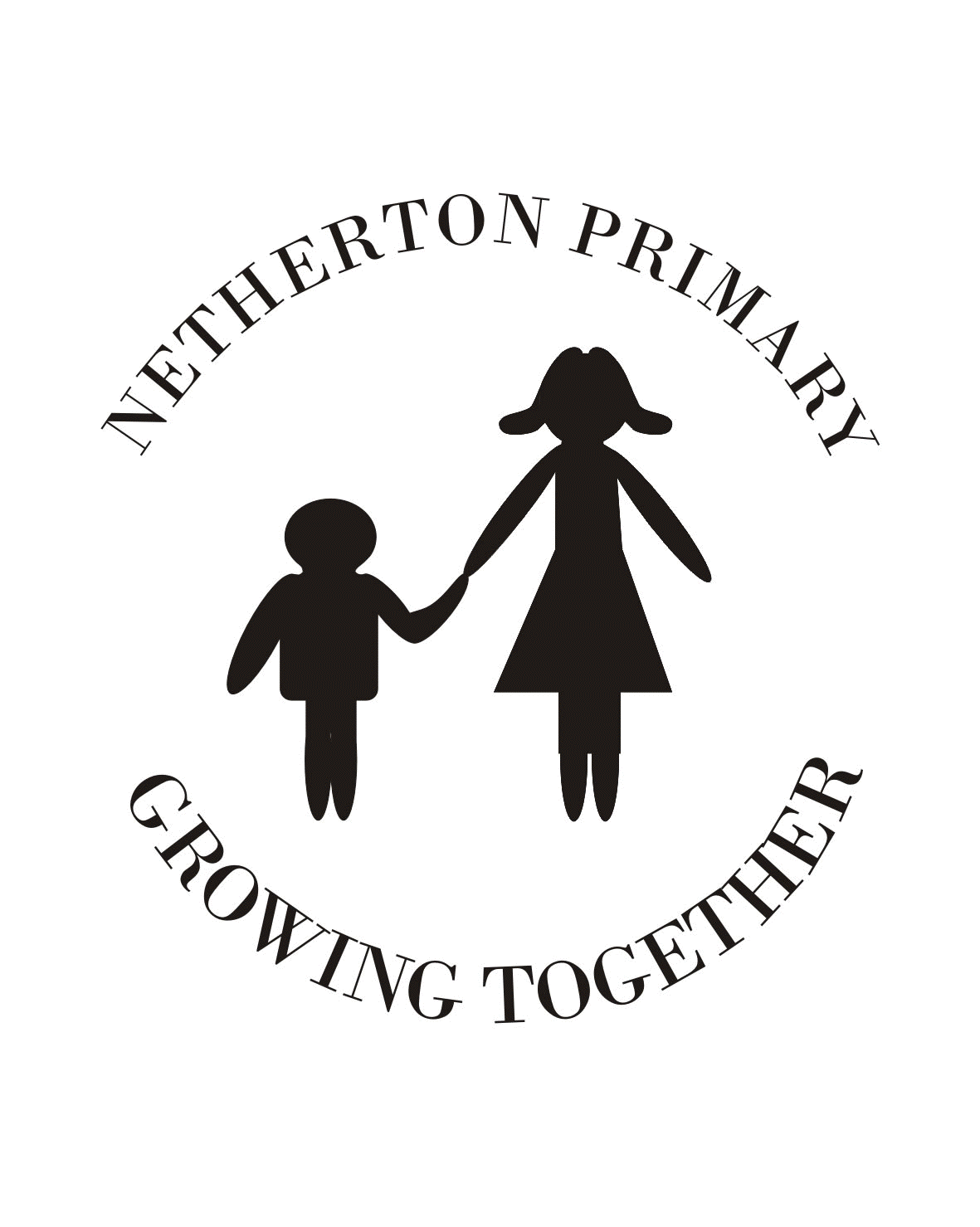


**Netherton Primary School**

**Handbook 2025**



Dear Parents, Carers and friends,

Welcome to Netherton Primary! This handbook is designed to welcome all new (and old) parents and let you see how our school works and what we are about.

***Safe! Respected! Achieving!***

***We are a caring, nurturing school where everyone is included:***

***Growing Together To Succeed!***

We have a strong family ethos and pride ourselves on high quality education and pastoral care. Our pupils leave us well equipped to go forward in their lives.

You have been your child’s first teachers and it is our aim to continue to foster the same positive attitudes of honesty, consideration for others, self-discipline and responsibility which are being encouraged in the home.

Through mutual co-operation between home and school, we can then work in partnership with you to provide the very highest quality teaching and learning experiences. Our aim is to work in partnership with you as parents and we actively encourage you to take a positive role in the education of your child. With your support, we can work together to make sure your child experiences the best learning possible. It is our aim to ensure that all children in our school achieve excellence and have ambition.

On behalf of all of the Netherton Primary Community, I extend a warm welcome and look forward to working together.

With kind regards,

Fiona Easton

Head Teacher

Netherton Primary

Netherton Road

Wishaw ML2 0DD

Tel: 01698 522721

## Email: nleastonf@northlan.org.uk

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**Introduction**

We have worked as a school community to develop our vision and values.

***Safe! Respected! Achieving!***

***We are a caring, nurturing school where everyone is included:***

***Growing Together To Succeed!***

**School Aims**

**In Netherton Primary we aim to ensure that all children, staff and parents are treated equally, fairly and with dignity and respect.**

* **Curriculum:**To provide a broad and balanced curriculum that matches the individual needs andexperiences of each young person.
* **Attainment:** To give all pupils the opportunity to realise their full potential by recognising there are lots of ways to learn and we all learn at a different pace, striving for excellence and equity.
* **Learning and Teaching:** To provide the highest quality of learning and teaching experiences,which enable children to become active participants in their learning and will have aspirational attitudes and expectations.
* **Support for Pupils:** To provide effective and meaningful support for all children, ensuring all feel important, valued and listened to.
* **Ethos:** To provide a safe, caring and nurturing environment where everyone is included and grows together to achieve and succeed.

In Netherton Primary, we develop the four capacities of a Curriculum for Excellence: that all children have the opportunity to be

1. Successful learners
2. Effective contributors
3. Responsible citizens
4. Confident individuals

**The Ten Dimensions of Excellence for this journey are**: -

* Promoting equity by ensuring every child has the same opportunity to succeed.



* Focusing on outcomes and maximising success for all learners



* Promoting well-being and respect



* Developing a culture of ambition and achievement



* Developing a common vision among young people, parents and staff



* Fostering high quality leadership at all levels



* Working in partnership with other agencies and the community



* Working together with parents to improve learning



* Reflecting on our work in school and thriving on challenge



* Valuing and empowering staff and young people.

1. **School Information**

Netherton Primary is a non-denominational, co-educational primary school situated in Netherton within Wishaw. It is a diverse community with pupils from many walks of life. The school has been at the centre of Netherton since 1912. An extension was completed in October 2016 and the school playground and pitch continue to be developed.

We foster a sense of community at Netherton Primary, which means we strive to work in partnership with the school, home and community.  We have achieved Bronze Rights Respecting School Award and Bronze Sports Scotland Award; we are working towards our Core Reading School Award.

To ensure the safety of children walking to school, a crossing patrol is provided on Netherton Road.

Netherton Primary School does not have a nursery and does not provide Gaelic Language Education.

**Netherton Primary**

**Netherton Road**

**Netherton**

**Wishaw ML2 0DD**

**Telephone Number: 01698 522721**

|  |  |  |
| --- | --- | --- |
| **E-mail:** | [enquiries-at-netherton@northlan.org.uk](mailto:enquiries-at-netherton@northlan.org.uk) | |
| **Website:** | https://blogs.glowscotland.org.uk/nl/netherton | |
| **Twitter:** | @NethertonPS |  |
| **Denominational Status:** | Non-denominational |  |
| **Co-educational Status:** | The school is co-educational |  |
| **Associated Secondary School:** | Clyde Valley High School  Clyde Valley Campus  Castlehill Road  Wishaw  ML2 0LB | 01698 274950 |

**Planning Capacity: 217**

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 maximum number of children in P1 is 25, P2 and P3 is 30 and all others 33. The maximum number for any composite class is 25.

**Stages Covered:** Primary 1 – 7

**Present Roll**: 200

**Present Class Structure:**

Primary 1

Primary 2/1

Primary 3

Primary 4

Primary 5

Primary 6/5

Primary 6

Primary 7

**Composite Classes**

Composite classes are made up of children from more than one stage, e.g. P.6/5 will consist of children from both P.5 and P.6.

From time to time, it may be necessary to form composite classes.

Composite classes are based on literacy groupings. When forming a composite P1/2, we would take into account social observations made at pre-school visits and nursery information.

**Community Facilities:**

All applications for the use of the school should be directed to the Community Education Officer in Community Education, 9 Old Monkland Road, Coatbridge, who will advise on availability and charges. The school will be advised in writing of the proposed lets and will be invited to approve the lets having regard to the direction of the authority in terms of policy and charges

1. **Teaching Staff**

**Total number of Teaching Staff: 10.4 FTE**

**Head Teacher**:

Mrs Fiona Easton

Overall responsibility for the administration, running and management of the school; to lead and manage learning and teaching, to lead and develop people, to lead change and improvement, to build community and to shape policy making.

**Principal Teachers**:

Mrs Ruth Kesley (0.6 Wednesday-Friday)

GIRFEC: review of GIRFME plans and to link with external agencies to coordinate support.

Pastoral Responsibilities for P.1-4

Health and Wellbeing Co-ordinator : Nurture.

Pastoral Responsibilities for P.1-4

Mr Stuart MacNab (0.4 Monday-Tuesday)

Raising attainment : Numeracy, Digital Learning

School Funds Maintenance

Pastoral Responsibilities for P.5-7

**Teaching Staff**

|  |  |
| --- | --- |
| **Primary 1** | Miss Fleur Jackson |
| **Primary 2/1** | Mrs Kelly Brown |
| **Primary 3** | Miss Kim Swan and Mrs Katie Ashton |
| **Primary 4** | Miss Gemma Graham |
| **Primary 5** | Mrs Nadia Carr |
| **Primary 6/5** | Mrs Angela McGuire |
| **Primary 6** | Mrs Susan Bauer |
| **Primary 7** | Mr Stuart MacNab |
| **NCCT** | Miss Catherine Clarkson |

Part of the National Agreement, “A Teaching Profession for 21st Century”, stated that the maximum class contact time for teaching staff be reduced to 22.5 hours allowing 2.5 hours non-contact time from August 2006. Release from class will be timetabled on a weekly basis and normally takes the form of two blocks of time where another teacher will deliver a discrete part of the curriculum to the class in place of the class teacher.

**Staff**

|  |  |  |
| --- | --- | --- |
| **Clerical Staff** | **ASN Assistants** | **Classroom Assistants** |
| Mrs Liz Kesley (Senior)Miss Gillian Armit | Mrs. Elizabeth Lindsay ASNAMrs Avril Scott ASNA | Mrs Diane McKenna Mrs Avril Scott |
|  |
| **Janitor** | **Cleaners** | **Catering** |
| Mr Brian Wharrie | Mrs Agnes McGuigan(supervisor) | Mrs Kathleen Macready Breakfast AssistantMiss Gillian Armit Lunchtime Assistant |
|  | Mrs Jeanette McGurk | Mrs Lauren Tweedie Mrs Margaret Little |

### 

We also have students throughout the year working with different stages.

**4. School Administration and Arrangements**

The School Day:

The school opens each day at 8.55am and closes at 3pm

Morning interval is at 10.25am until 10.40am

Lunch starts at 12.10 and finishes at 1 pm

Children who start Primary 1 for the first time in August 2022 attend school whole days from the first day of term. More details will be given nearer starting school.

**Breakfast Club:**

Opens at 8.15am every day and serves breakfast until 8.45 am. There are supervised activities after breakfast and children are then allowed go to class in time for the start of the school day.

Mrs Kathleen Macreadie is our Breakfast Club Supervisor.

**Out of School Care**

For further information parents may contact:

**Clydesdale After School: 07980686705**

Children are picked up from the school at 3 pm then escorted to after care facilities off campus.

**5. The School Year**

School holiday arrangements 2025/26

**August 2025**

In-service day: Tuesday 12August 2025  
In-service day: Wednesday 13 August 2025  
Pupils return to school: Thursday 14 August 2025

**September 2025**

September weekend holidays: Friday 26 September 2025 and Monday 29 September 2025

**October 2025**

October break: Monday 13 to Friday 17 October 2025 (inclusive)

**November 2025**

In-service day: Monday 17 November 2025

**December 2025 - January 2026**

Christmas Holidays: School closes Thursday 18 December 2025 at 2.30 pm and reopens on Monday 5 January 2026

**February 2026**

Mid-term break: Monday 16 February 2026 and Tuesday 17 February 2026   
In-service day: Wednesday 18 February 2026

**April 2026**

School close at 2.30 pm on Thursday 2April 2026

Monday 6 April 2026 to Friday 17 April 2026 (inclusive)   
  
Good Friday 7th April 2026 and Easter Monday 10 April 2026

**May 2026**

May day holiday: Monday 4 May 2026  
In-service day: Tuesday 7 May 2026 (Inservice Day to co-incide with Scottish Parliamentary election but may be subject to change)

May weekend holiday: Friday 22 May 2026 and Monday 25 May 2026

**June 2026**

Schools Close: Friday 26 June 2026 at 1.00pm

**6. Transfer/ Enrolment Arrangements**

**Enrolment:**

Children who are starting school for the first time in August 2025 are normally enrolled or registered in January 2025.  Parents and carers can register online via the council website. Notice is also given through school newsletters and our website.

Parents wishing to discuss any matters prior to enrolment should contact the Head Teacher.

[Primary school registration (P1) | North Lanarkshire Council](https://www.northlanarkshire.gov.uk/schools-and-learning/school-admissions/primary-school-registration-p1#:~:text=Parents%20and%20carers%20of%20children,primary%201%20in%20August%202025.)

Parents who need a place for a child at any other time of the school year should contact the Head Teacher to discuss availability and to make arrangements to visit the school.

**Placing Requests:**

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Placing requests to a primary school does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the primary school Head Teacher. All placing requests details and procedures are available on the council’s website.

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

**Photographs /Video Footage:**

On occasion, events in school may receive coverage from the local or national press resulting in photographs/video footage of children appearing in newspapers, leaflets and/or school/authority documents. At enrolment parents will be asked for permission to allow their child’s photos to be used.

If circumstances change in any way during your child’s school life with us, parents should write to the Head Teacher to make this known.

**Transfer from Primary to Secondary**

Pupils normally transfer between the ages of 11 ½ and 12 ½, 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 from Netherton normally transfer to: -

Clyde Valley High School

Clyde Valley Campus,

Castlehill Road

Wishaw

ML2 0LB

Tel. 01698 274950

We have excellent partnership links with Clyde Valley High school including a varied programme of transition events starting in Primary 7 for all cluster primaries.

We have a very good relationship with Clyde Valley High and its staff and pupils, and with our other partnership primary schools within the Clyde Valley cluster. Links are strong in curricular continuity and transition procedures and these are reviewed annually to ensure the highest quality of service and smooth transition for pupils and parents.

**7. Equal Opportunities and Social Inclusion**

Netherton Primary School is committed to eliminating unlawful discrimination and promoting equality of opportunity for and between different groups of people in line with the Equality Act 2010, the Service’s Promoting Equality and Diversity Circular Gen 155-10 and the Council’s Equality and Diversity Policy and Equality Strategy 2019 -2024.

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

The Equality and Human Rights Commission’s Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at;

[Technical guidance for schools in Scotland | EHRC](https://www.equalityhumanrights.com/technical-guidance-schools-scotland)

**8. Curriculum for Excellence**

What is Curriculum for Excellence?

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

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

• a successful learner

• a confident individual

• a responsible citizen and

• an effective contributor

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

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

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

• Ethos and life of the school as a community

• Curriculum areas and subjects

• Interdisciplinary learning

• Opportunities for personal achievement.

**What are the Curriculum for Excellence levels?**

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

• Early level pre-school to P1

• First level to the end of P4

• Second level to the end of P7

• Third and fourth levels S1 to S3

• Senior phase S4 to S6 and other forms of study.

**What is the Broad General Education?**

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

**Curriculum Areas and subjects**

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

The 8 curricular areas are:

• Expressive Arts

• Languages and Literacy

• Health and Well Being

• Mathematics and Numeracy

• Religious and Moral Education

• Sciences

• Social Studies

• Technologies.

**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.

**Assessment and Reporting**

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

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

At Netherton Primary, the Curriculum for Excellence is at the heart of all that we do. Lessons are planned and implemented using the Curriculum for Excellence Framework and assessed timeously.

Parents are involved in their child’s learning through attending open mornings, workshops focussing on curricular areas and new initiatives. Parents are given their say through questionnaires and evaluation forms. Netherton offers two parental appointment events and two written reports per session.

Parents of children who will be involved in the sensitive Parenthood, Relationships and Sexual Health lessons will be informed of these of these lessons in advance by letter. These lessons usually take place in the last term of the session.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament

– Wisdom, justice, compassion and integrity.

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.

To aid this understanding of the principles of Curriculum for excellence, we have introduced pupil groups where every child from Primary 1 to Primary 7 is involved in leading an area of school involvement. Pupil groups include : Eco, Health, Rights Respecting Schools, Developing Young Workforce and JRSO. Our work on Rights Respecting Schools is central to our whole ethos and curriculum. Children are supported and encouraged to develop and discuss their understanding of rights: we were recently awarded Bronze Award.

We also have a Pupil Voice group made up of representatives from P3-7, who also represent younger classes and P.6 form the Justice Squad who all take forward the children’s agenda for change.

**Literacy and Language (including Modern Languages)**

We follow North Lanarkshire Council’s Active Literacy Approach. This Literacy programme uses a variety of strategies that are designed to incorporate visual, auditory and kinaesthetic (active) learning. ‘Phonics’, the sound of the letters, is taught alongside early reading skills such as using pictorial clues. Work is carried out within the contexts of the class or group reading lessons and throughout many other curricular areas.

From First Level onwards the focus for teaching and learning moves to more complex skills of comprehension with children again using a variety of materials to consolidate and extend their skills. We use a range of novels and commercially produced resources to develop reading and comprehension skills. Talking and listening and knowledge about language skills are linked to work in reading.

The development of writing and handwriting skills are directly taught as part of North Lanarkshire  Council’s Active Literacy Programme. Children are taught the skills they need in groups and targets are set and worked towards.  Talking and listening skills are developed across all other areas of the curriculum.

As part of the school’s development of Scottish Governments 1+2 programme for Modern Languages, French is taught in Netherton Primary from P1-7 with Spanish being taught P5-7. The development of vocabulary and skills is planned progressively across the stages.

We use a range of interventions such as Rapid and Rainbow Reading to support children who may face barriers to reading. We also use ICT as a support strategy with programmes such as IDL to develop children’s writing and spelling.

**Numeracy and Mathematics**

Children learn basic number skills, i.e. addition, subtraction, multiplication and division, as well as developing problem-solving and practical skills and knowledge. Oral and mental maths has a significant role to play in developing mental agility and time is spent on this area of maths in each class on a daily basis. An active approach is employed in the teaching of Numeracy and Mathematics.

To assist our teaching and learning a variety of resources are used including, Tee Jay, Maths and Scottish Heinemann. Other materials available in the school include Number Talks, active learn and various computer programmes/apps.

In order to offer personal support and challenge we use approaches such as Sumdog and the Maths 5 Minute Box.

**Health and Wellbeing**

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Health and Wellbeing enables children and young people to:

* make informed decisions in order to improve their mental, emotional, social and

physical wellbeing

* experience challenge and enjoyment
* experience positive aspects of healthy living and activity for themselves
* apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
* make a successful move to the next stage of education or work
* establish a pattern of health and wellbeing which will be sustained into adult life,

and will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within Health and Wellbeing Industries.

As part of the Health and Wellbeing programme staff and pupils will also explore subjects such as Personal Safety, Relationship, Sexual Health and Parenthood, Drug and Alcohol Abuse, Road Safety, Bully Proofing, Keeping Healthy, etc. The focus for this is linked to the indicators of wellbeing from GIRFEC. This is delivered by class teachers in the main and when available specialist practitioners. All programmes are delivered in line with NLC guidance. Parents are informed when sensitive issues may be discussed in class and have the opportunity to discuss concerns with then class teacher, Principal Teacher or the Head Teacher as appropriate.

As part of our health promotion work our pupils receive high quality health education and take part in a range of activities throughout the year including sport taster sessions, visits from our dental hygienist, a variety of after school clubs and opportunities to prepare healthy food.

**Physical Education**

All pupils have two hours of P.E. each week in addition to any physical activity that is planned and delivered. This provides them with opportunities to develop physical skills, encourage confidence and co-operation with others and to foster a positive attitude to health and fitness. We aim to engage as many coaches as possible to help deliver a variety of coaching sports. All classes have one hour of indoor PE and one hour of outdoor P.E. weekly.

**Social Studies**

In Social Studies, children learn about the world around them (locally and globally) and develop the understanding, skills and attitudes necessary to interpret it. Children are encouraged to make informed decisions about their own behaviour. Positive and caring attitudes are fostered using problem solving, decision making and practical action.

These areas may be studied through interdisciplinary work. When an interdisciplinary theme is planned any areas that are not part of the study are then taught as a subject discreetly.

Children are encouraged to learn in a variety of ways; through explanation, enquiry, activity and discussion. They also learn in a variety of settings within and beyond the classroom. Social Studies also provides a context for and brings relevance to learning across the curriculum. Children are taught how to develop enquiry skills in researching, recording, planning and evaluating.

Our programmes of study are devised to ensure balance and progression throughout the school and to ensure an appropriate balance of knowledge and understanding and enquiry skills.

Educational visits are arranged, where appropriate to support learning and teaching in Social Studies.

**Sciences**

Through learning in the Sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; they also support the development of a range of skills for life and skills for work, including literacy, Numeracy and skills in information and communication.

**Technologies**

The Technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities. In the wider world these skills can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.

**ICT to Enhance Learning**

Netherton Primary School has I.C.T. implemented throughout the school and includes use of the Internet and the Scottish Intranet site Glow. Children can access Glow both in school and at home.

We are committed to promoting quality in learning and teaching for all through the effective use of I.C.T. across the curriculum. Children have access to ICT in class which personalises, supports and challenges their individual learning. Through development of skills we teach digital literacy and children’s understanding of online tools and safety.

As well as providing our young people with the skills they will need in later life, we provide all members of staff opportunities for personal development in ICT in order to enrich and enhance the learning process.

The school website is an integral part of our learning. Home Learning can be accessed there as well as displays of the children’s work and whole school events. School events are also on Twitter.

**Expressive Arts**

**Art and Design**

Through Art and Design, children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imaginations are stimulated through various mediums, e.g. music, poetry, the work of famous artists, etc. All children are encouraged to develop their creative talents through participating in activities, which include the use of different materials, e.g. paint, and collage work, plasticine and clay.

**Drama**

Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world about them. Drama extends and builds on this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, children have the opportunity to role play, improvise, and use movement and mime, use sound to express their own and others’ ideas. The opportunity to develop these skills often arises through other curricular areas.

**Music**

Our aim in music is to foster a lasting interest in and enjoyment of musical skills. In Netherton, all children have the chance to realise their full potential, whatever their musical talents and abilities.  Activities to encourage this may include listening and responding to music, making and inventing their own music by using instruments which are available in the school, and singing modern and traditional songs. P.5 pupils receive voice instruction from a specialist tutor trained in Kodaly techniques.

**Dance**

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work of others.

**How will my child’s learning be assessed?**

There will be several ways of assessing each child’s progress to make sure that potential is achieved.

In classrooms and outside environments, staff will use improved ways of assessing children’s learning taking into account 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, we 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.

In Netherton Primary, assessment is an integral part of teaching and learning, and pupils are continuously assessed in an informal way as part of the daily class routine. Children are continuously assessed in order to monitor progress and identify barriers to learning. The class teacher carries out this assessment through observation, discussion, on-going class work etc.

At other times, standardised assessments may be used to help teachers assess pupil progress and to identify any strengths and diagnose any barriers to learning.

Each child is recognised as an individual who is always gaining new achievements and attainments for themselves. Their own personal best is what we are aiming for.

We assess to find out:

* Strengths
* Areas of challenge
* If our teaching is effective
* To give out accurate information to all about progress
* To track progress to make sure each pupil is progressing at the right pace.
* To ensure excellence through equity

Lesson success criteria is communicated to pupils and they are involved in the assessment of their own work through indicating whether or not they have met this criteria. Next steps are then identified by the pupil and teacher. Pupils are also involved in self and peer assessment.

Parents will receive an interim and a written report each year. The full written report will indicate pupil’s progress in all areas of the curriculum. Verbal reports are given twice a year, where we follow an appointment system for our consultation meetings; however, if the allocation of time be insufficient, to discuss a child’s progress, arrangements can be made for another interview at a later date.

Across North Lanarkshire improvements to date have been:

* National 4 and 5 qualifications were introduced in 2013/2014

* Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence

* New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

**9. Additional Support Needs**

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

At Netherton Primary, we ensure that all children are provided with a curricular experience which is appropriate to their age, stage and development. This may be achieved through class, group and individual teaching approaches enabling children to reach their full potential. However, some children may, at times in their school life, experience a learning difficulty or a barrier in accessing the curriculum fully. Through ongoing formal and informal assessment, class teachers will identify where a pupil requires additional support. At this point strategies and possibly targets in the form of a GIRFME Plan (Getting It Right for Me Plan) are developed, in consultation with pupils and parents. These plans are formally reviewed on a termly basis with annual reviews with parents.

Class teachers are responsible for meeting the needs of all the children in their class. Additional support may be provided by staff with additional responsibility for supporting learning and/or the Senior Leadership Team. This support may include additional teaching in smaller groups or 1:1, advice to the class teacher, provision of appropriate materials and practical help within the classroom.

The school follows North Lanarkshire Council’s GIRFEC pathway through the implementation of three levels of intervention:

* **Universal**
* **Additional**
* **Intensive**

Netherton Primary works closely with Psychological Services and regular meetings are held with the school Educational Psychologist to discuss progress and support for pupils. Other services include N.H.S. Lanarkshire, Hearing and Visual Impairment, Bilingual Services, Speech and Language Therapy, Occupational Therapy and Social Services (including Transport and Housing).

Where a child has English as an additional language, they will be supported within school and, where appropriate, by North Lanarkshire’s Bilingual Services.

Care Experienced children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. We have procedures in place which ensure that all Looked After Children are closely monitored and supported. Within Netherton, the Head teacher takes overall responsibility for individual care experienced children, monitoring their educational progress and overall wellbeing.

Parents and young people can request an assessment to establish whether a child or young person has additional support needs or requires a Co-ordinated Support Plan. This request should be formally made in writing to the Head teacher although the Head teacher welcomes parents with concerns to discuss these concerns with her in the first instance.

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

**Planning**

GIRFMe plans 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 or 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 other 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, 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.

**10. Improvement Agenda**

**School Improvement**

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupils, staff and the wider school community, and taking into consideration national and authority targets, priorities are then identified.

We are committed to improvement in the following areas: School Leadership, Teacher Professionalism, Parental Engagement, and Assessment of children’s progress and School Improvement.

Priorities are decided on an annual basis through a series of self-evaluation and monitoring.

Copies of the School Improvement Plan and School Improvement Report are available on request at the school office.

New priorities for session 2025-26 will be set in May 2025 to take forward from August 2025. These will be set against the success of the 2024/25 priorities and will relate to where the school is in its three year cycle of improvement.

Session 2024-2025

|  |  |
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| Improvement Plan Summary | |
| Cluster Priority 1: | By June 2025 we aim to provide increased equity for all learners by ensuring wellbeing needs are met, by closing the attainment gap in Literacy with a focus on Writing and by improving attendance and engagement. Work will focus on targeted C&YP who have been identified through attainment data, attendance data and wellbeing meetings. · Focused moderation activities and a consistent approach to the NLC progression pathways will improve attainment in Writing by May 2025, as evidenced in P1,4, 7 & S3 Writing ACEL data. ·  By June 2025, through improved attendance practices at both school and cluster level, and supports offered at both universal and additional levels, average attendance in all schools across the cluster will show improvement  By June 2025 HWB preventative interventions will be implemented for children and young people who have been identified through wellbeing meetings as requiring additional support. Their wellbeing will show improvement on a graded scale from their initial baseline. Almost all will be achieving their targets as assessed through Outcome Star  By the June 2025, all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning. |
| School Priority 1 | By June 2025, we will improve attainment in literacy (overall) by 9% to 83% of learners “On Track” (from a baseline of 72%) through improved teaching practice and consistent application of Active Literacy. |
| School Priority 2 | By June 2025, attainment in reading will increase 9% to 85% of learners “On Track” (from a baseline of 76%) |
| School Priority 3 | By June 2025, all teaching and support staff will have participated in a GIRFEC refresh at school level: relevant training and understanding roles in this process.  All children will receive the appropriate support through planning and interventions. |

**HMIe**

Netherton Primary was last inspected in January 2011. In September 2023, the school had a Validated Self-Evaluation visit from North Lanarkshire Council which confirmed the school’s self-evaluation.

The following are seen as strengths of the school in the VSE:

* Relationships are extremely positive throughout the school and achievements are celebrated at assembly. The school values were recently revisited by all staff, a parent focus group, and children, and these are displayed in some classes. The children in the VSE focus group knew the school values, gave examples of them in action and explained how they are rewarded at assembly for demonstrating values. Pupil focus groups reported enjoying learning and are proud of their school.
* Children across the school are well-mannered and respectful and demonstrate their values consistently and well. Feedback from children would indicate that they view relationships across the school and between adults and children positively. Children express feeling and being safe in school, speak confidently about who to approach with concerns they would have for themselves and are confident that issues will be addressed. Appropriate arrangements are in place for child protection and admin of medicines.
* All classes have a class charter and charters are in place for the playground and dining hall. Pupil groups to support H&WB in the playground are led by children. The school are currently working towards their silver RRS award. An ‘Equality and Diversity’ policy is available to all staff and some children are involved in various committees such as the ‘Justice ‘Squad’. The school has a poverty proofing policy and there are very few costs associated with trips. A uniform bank is available.
* School houses have a School Improvement Plan priority that they are responsible for and they work on these alongside staff. House Groups are led by a variety of staff help to promote safeguarding and wellbeing within the school context.  There is evidence of the impact of this in activities across the school year.
* Children engaged well in learning and worked independently at times in classes. Staff are using NL literacy and numeracy curriculum pathways. There are pathways/programmes in place for RME & STEM and some classes utilise outdoor space for learning in numeracy. The school is now working on an expressive arts pathway. Team teaching takes place in the P2 and P5 classes and the CAT teacher supports small groups with a view to raising attainment.
* All children do a 4-week block of masterclasses every term, designed to learn skills for life eg. cookery, design and manufacturing, sewing, writing, coding, enterprise. The four capacities are developed through masterclasses, the house system, and via responsibilities given to older children. After school clubs are available to children. Eg. gardening, homework, dance.
* Staff are in working parties linked to the Annual Improvement Plan. Staff reported using the HGIOS challenge questions during staff meetings to identify areas for improvement. Feedback on the quality of learning and teaching comes from termly observations from management and peers.
* Attendance monitoring is in place from the head teacher and acting principal teacher. Attendance is 97%, above LA average, and exclusions are 0%.
* The parent body and partners were complimentary about the work of the school and parents commented in particular about how well they feel their children are supported and looked after by all staff in the school.

The school works closely with Education Managers to address and achieve next steps.

**11. Homework**

Homework is usually issued weekly: class teachers will inform parents at the start of each session and then when necessary about the format of the homework. Children are provided with a jotter.  Any homework tasks that are issued should not require specific resources which would not readily be available at home.  We welcome parental involvement in Homework and comments are encouraged in jotters.

Homework activities are available online through TEAMS and paper copies are available on request***.***

Parents who wish additional activities to support or challenge learning at home should arrange to meet with the Principal Teacher to discuss this further. The school also encourages use of ICT programmes such as Sumdog to enhance home learning.

**12. School Ethos**

At Netherton Primary, we are dedicated to fostering an inclusive, nurturing, and caring environment where every member of our community feels valued and respected. Our ethos is built on the foundation that everyone is included, regardless of their background, abilities, or beliefs.

We believe that diversity enriches our community and strive to create a welcoming atmosphere where all voices are heard and celebrated. Our policies and practices ensure that everyone has equal access to opportunities and resources, promoting a culture of mutual respect and understanding.

All staff in the school strive to work with all partners to ensure that children and families are welcomed into the school and included in the learning environment. Staff are supported by the school’s leadership team to view all behaviours as communication and where appropriate use a range of personal strategies to support further engagement with the learning environment. Staff promote awareness of the UNCRC and the 6 Nurture Principles to inform the approaches to learning and behaviour.

Communication and the views of all stakeholders are central to the school’s ethos and development.

**School Improving Pupils Group**

The Pupil Council was established in August 2017 with representatives from P3-7 who also represent the younger classes. This forum offers pupils the chance to raise issues of concern and for the whole pupil population to have a voice in the running and improvement of the school.

**Other Pupil Committees**

Our pupils are involved in many aspects of school life and their ideas and opinions are often sought. We run a variety of committees (listed below) which promote citizenship and give pupils from Primary 3-7 responsibilities in a range of areas. The children lead these under the supervision of a nominated staff member. These are mixed stage groups.

**Captains**

Each year, eight captains are chosen to head our four houses: Arran, Barra, Iona and Jura. Each house normally takes responsibility for one of the following areas: Health, Eco, DYW and Rights Respecting School.

**JRSO**

This is led by P7 and 6 representatives and supervised by a member of teaching staff.

**School Community Links**

The school welcomes close links with the community. The school has visitors from the local Community Police, Fire Service and Health Service Staff.

Members of the community are often invited to the school or volunteer to support work in within the school. The school actively seeks opportunities to participate in community events.   We enjoy close links with Netherton Methodist Church.

**Out of School Experiences**

We aim to enrich the children’s learning experiences through a variety of additional experiences out with the school building. We make good use of local facilities and all they have to offer, as well as other places of interest in the local and surrounding areas. We also encourage and request support of external agencies who can come into school to work with us.

**13. Spiritual, Social, Moral and Cultural Values**

Religious Education makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, attitudes and practices within our own community and beyond. Religious and Moral Education is taught in Netherton Primary with these broad aims in mind and reflects council and national policies as set out by the Education (Scotland) Act 1980.

We have a structured programme, which is taught by class teachers. Included in our R.E. programme is the study of Christianity, Islam and Judaism. This encourages harmony, appreciation and consideration for the beliefs of others. While studying R.E., classes may make visits to local churches and other sacred buildings.

Whole school assemblies take place on a weekly basis and are conducted by pupils and staff.

It is recognised that the Education (Scotland) Act 1980 allows parents to withdraw their children from any religious instruction and observance, and parents wishing to do so should contact the Head Teacher, in writing, to allow any arrangements to be made.

Parents 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.

Through our curriculum, children are given opportunities to become responsible citizens who have respect for others and a commitment to participate responsibly in political, economic, social and cultural life within their community. They are able to develop knowledge and understanding of the world and Scotland’s place in it, understand different beliefs and cultures and make informed choices and decisions.

**14. Extra Curricular Activities**

After School Clubs are provided by staff and by trained coaches. We annually review the clubs we offer after school and during lunchtimes to ensure we are meeting the needs and interests of children and families.

**15. 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 Co-ordinator can be contacted at: [foirequest@northlan.gov.uk](mailto:foirequest@northlan.gov.uk).

**16. General Data Protection Regulations (GDPR) Statement**

**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

**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.

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| **The Council’s Data Protection Officer** |
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| 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. |
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| Data Protection Officer (DPO) |
| Civic Centre, |
| Windmillhill Street, |
| Motherwell ML1 1AB |
| or by email to [AITeam@northlan.gov.uk](mailto:AITeam@northlan.gov.uk) |
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| **The Information Commissioner** |
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| 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](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 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](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>

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

**17. 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: Fiona Easton; telephone number: 01698 522721

**18. 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  Mrs Fiona Easton; telephone number: 01698 522721

**19. School Discipline Procedures**

**i. Promoting Positive Behaviour/ Celebrating Achievement**

Our aim is that our children will learn in a secure friendly and respectful environment.

We wish to foster and encourage our pupils to take their place in the school, mindful of the needs and feelings of others.

We expect there to be mutual respect between pupils and adults regardless of whether these adults are teaching staff or not.

We promote a caring attitude to personal and school property.

We ask children to take responsibility for their own actions as appropriate to their age and understanding.

We are active in dealing with all forms of Bullying and encourage restorative practice and positive relationships.

The relationship between pupils and teacher is similar to that between a child and their parents and is built on trust and mutual consideration, understanding and tolerance on both sides. We promote positive behaviour and relationships, rather than punishment for misbehaviour.

However, pupils and parents appreciate that rules and structures are necessary to ensure the safety and well-being of all.

Parents are partners in supporting children’s behaviour and their understanding of what this looks like in school. We work hard for all to be involved in supporting the children and resolving issues.

Where the challenges with behaviour continue parents would be invited to the school to discuss the situation and agree the  support or approach required to support the child.

Our children are very successful in the wider school community in a range of sporting and recreation activities out with school. We encourage the children to celebrate their own and others’ achievements through assemblies, class discussion and circle time. We record and celebrate achievements so that all children feel part of that wider celebration and the whole school community.

**ii. Anti-bullying**

Netherton Primary School is committed to the belief that every child has the right to grow up free from bullying. We want children to live, learn, socialise and work in an inclusive environment, where differences between people are valued, people support each other, treat each other with respect and understanding.

All those who play a daily role in the lives of our learners should be enabled to prevent bullying and respond effectively to incidents of bullying behaviour when they occur.

The school recognises that the impact of bullying behaviours will differ for each child. It is often the signs of bullying behaviour and the impact on the child that will give rise to concern, intervention and support.

 This behaviour may be seen at home before in school, therefore parents/carers should contact the school as soon as possible. These concerns will be treated in a confidential and sensitive manner.

Bullying incidents are very rare in the school and we believe that is due to our proactive approach. Parents, children and the school will be kept informed and the children supported to accept appropriate behavior. If you would like further information on our anti bullying measures at Netherton Primary, please do not hesitate to contact the Head teacher.

Our policy is on our school website.

**iii. Supervision at Non-class times**

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

During non-class times (including times when weather is inclement) children are supervised in their classrooms by support staff (Classroom Assistants and Additional Support Needs Assistants) and, when possible, members of the Leadership Team.

The Principal Teacher supports children in the Nurture Room and the Head Teacher provides a presence in the playground areas when possible.

**20. Home and School Links**

At Netherton Primary, we take pride in the level of parental involvement throughout the school and are constantly looking for ways in which many parents can become involved in school life. We have helpers who, from time to time, help out with a range of events and activities throughout the school year e.g. supporting learning experiences in class, assisting on educational visits, and special events. Any parents/carers wishing to become helpers, should contact the Head Teacher or Principal teacher.

Regular newsletters are sent home to inform parents of coming events, to report on activities that have taken place and to celebrate the achievements of our pupils. Newsletters and updated school information is on our website https://blogs.glowscotland.org.uk/nl/netherton and Twitter@NethertonPS.

Pupil achievements are displayed in the school and parents are encouraged to complete an Out of School achievement certificate. Pupil achievements are displayed around the school and on Twitter.

During the year there are two parental evenings where parents have the opportunity to speak with their child’s teacher and children are also issued with an interim and written report each year.

If parents have any worries or concerns, they can phone the school to speak to a member of the leadership team or email the Head Teacher directly at

[nleastonf@northlan.org.uk](mailto:nleastonf@northlan.org.uk)

Netherton Primary has an active Parent Council who raise funds and organise events across the school year. The Parent Council have provided funding for ICT equipment and other learning resources.

**21. Attendance at School**

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

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

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

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number and one mobile number (for the text messaging service). 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 morning of the first day of absence. Where a child has not registered and the school has not been informed of the absence the school will try to contact the main carer, and any other contacts that we hold on file. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted.

Parents should 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 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.

If there is no explanation from the parents, the absence will be recorded as unauthorised.

It should be emphasised that the school investigates unexplained absences and low attendance, and that the Authority has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter of the Children’s Panel, if necessary.

At Netherton, we put a great deal of emphasis on attendance at school. The school closely the attendance of all pupils and informs parents by phone call, then letter when concerns emerge. We monitor attendance monthly and will follow NLC guidance in improving attendance at school where necessary. If attendance rate is below 90% and there is no reasonable reason known to the school, we will contact parents to ask for explanation and to ensure improvement in attendance. If no improvement is made referral will be made to Reporter to the Children’s Panel. In some cases, Social Work department will be contacted in line with Child Protection Guidelines.

**22. Clothing and Uniform**

All North Lanarkshire schools must have a dress code, which encourages children 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 skills and youth employment services that parents will be keen to support the dress code and written agreement may be sought.

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

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

Netherton’s uniform consists of:

***Blue sweatshirt/cardigan***

***Polo shirt (yellow for P.1-5 and gold for P.6-7) or white school shirt and school tie,***

***Grey trousers/skirt/pinafore.***

***School blazers and school jackets are optional.***

Items of clothing can be purchased from ***BE Schoolwear***, MIYO Schoolwear and most supermarkets. We prefer children to wear shoes rather than trainers to school.

Parents are asked to ensure that their child(ren) do not wear valuable jewellery or clothing to school.

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](https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/free-school-meals-and-clothing-grants)

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 be detrimental to the wellbeing of the whole school community. In such circumstances, a Head Teacher could justify the use of the school discipline procedure.

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

***Please make sure that all articles brought to school are clearly marked with your child’s name.***

**23. Meals**

Our school operates a breakfast service which starts at 8.15am each morning. Children have the choice of cereal, toast and milk. For lunch, the kitchen provides a choice of snack and main meals, and either a starter or dessert.

Primary 1-5 pupils are entitled to a free school meal. For information, a vegetarian option is available on a daily basis.

Our cafeteria uses a cashless system. Parents pay online using iPayimpact (school can advise details and more information can be found on [www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk) . Menus are also available online to help you and your child choose their meal for the day ahead.

Our Dining Room supervisor offers additional support to children at the point of service and when eating meals.

***No child will ever not be able to get a meal due to shortage or lack of appropriate payment.***

**Arrangements for special diets**

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](mailto:specialdiet@northlan.gov.uk)

(iii) Other

If dining supervision arrangements alter at different stages this should be outlined.

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

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

Information and application forms for free school meals can be downloaded from the council website [Free school meals and clothing grants | North Lanarkshire Council](https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/free-school-meals-and-clothing-grants)

Arrangements for those bringing packed lunches should also be included.

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

Arrangements for nursery snacks should also be included.

**24. Placing Requests**

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

In December each year, the authority will advertise its arrangements for placing requests.

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

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

Placing requests to Primary School does not necessarily ensure that your child will have 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.

**25. Transport**

**General**

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.

Applications can be made online at the Council website [Free school transport | North Lanarkshire Council](https://www.northlanarkshire.gov.uk/schools-and-learning/school-transport/free-school-transport)

**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/carer’s responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle.  Misbehaviour could result in a loss of the right to free transport.

**Placing Requests**

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

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

**26. Medical and Health Care**

 Children are examined medically during their school life, normally in the first year of primary schooling and then at 10 – 11 years and 13 – 14 years, by staff of Lanarkshire Health Board. Parents are notified in advance and will be informed if any issues arise from the medical.

Dental inspections are carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose instead to attend the family dentist.

Children who are thought to have sight, speech or hearing problems may be referred to the appropriate service by the Head Teacher, where any necessary tests may be carried out by qualified staff . Naturally, this would be fully discussed with parents and carers before any referral. Parents should always inform the school of any medical problems, which may affect their child’s schooling or if their child needs regular medical treatment.

On occasions it may be necessary for a child to be taken home due to ill health, etc. In all cases the school makes every effort to contact a parent in the first instance. If a parent is not available the school will make contact with the child’s emergency contact for the necessary arrangements to be made. It is essential, therefore, for the school to have an **emergency contact** that can be reached by **telephone** should any child have to be taken home unexpectedly. Under no circumstances will a child be sent home/allowed to leave the school unaccompanied.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than that at an educational establishment.

In North Lanarkshire children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General and therefore North Lanarkshire Council does not require a dedicated hospital education service.

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

**27. 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.

**28. The Parent Forum**

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

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

* get information about what your child is learning

* get information about events and activities at the school
* get advice/help on how you can support your child’s learning
* be told about opportunities to be involved in the school
* have a say in selecting a Parent Council to work on behalf of all parents 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 from 1st August 2007. The Head Teacher is the professional adviser to the Parent Council. A Parent Council has been established within Netherton Primary.

Correspondence should be sent to **nethertonpsparentcouncil@gmail.com**

The Parent Council also share information on social media:

Twitter-**@NethertonPC**

Facebook- **Netherton Primary Parents**

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.

**Netherton Primary’s Parent Council Members**:

The current Parent Council office bearers are:

**Chairperson** - vacant

**Vice-Chair** – Mrs Dick

**Treasurer**- Mrs Thomson

Miss Armit

Mrs Main

Mrs Haddow

Mrs McCaw

Ms McCall

Co-opted member- Mrs McLean

Parent Council Clerk- Mrs Kesley

The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

The Parent Council hold their A.G.M. annually. All parents are invited to attend. Officer bearers will be reselected on an annual basis at the A.G.M. The parental membership of the Parent Council, will be a minimum of three parents of children attending the school. The maximum number of parents is eleven. Newsletters and groupcall messages inform parents of coming events and the success of past events are sent home with pupils. Meetings are usually held monthly.

Any parents of a child at the school can volunteer to be a member of the Parent Council, the preferred make up being at least one parental representative from each year group. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by ballot. 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.

Part of the Parent Council works hard organising fund raising and social events for both children and parents. They will donate funds to the school allowing us to purchase resources and materials. To encourage their invaluable work and contributions to the quality of school life, we urge all parents/carers and pupils to actively support the events organised. Newsletters to inform parents of coming events and the success of past events are sent home with pupils.

**29. Important Addresses**

**Education and Families**

Civic Centre

Windmillhill Street

MOTHERWELL

ML1 1AB

**Chief Executive**

Civic Centre

Windmillhill Street                              Chief Executive – Mr Des Murray

Motherwell

ML1 1AB

**Education and Families Manager**

  Mrs Jacqueline Burton

**Councillors for the School**

Councillor Jim Hume                 Councillor Frank McKay

Councillor Bob Burgess           Councillor Fiona Fotheringham

Contact via: Member Services

Civic Centre

Windmill Hill Street

MOTHERWELL

ML1 1AB                                     Tel. - 01698 302697

**Area Community Learning and Development**

**Wishaw/Shotts CLD Locality Office**

Calderhead High School

Dyfrig Street

Shotts

ML7 4DH

Tel: **01698 274343**

E: [CLD-Wishaw@northlan.gov.uk](mailto:CLD-Wishaw@northlan.gov.uk)

Tel: 01698 274343

**Contacts in relation to Support for Learning**

Help and advice on any matters relating oi Support for Learning can be obtained from Paula McGhie CIIL for Clyde Valley Structure.

[McGhiePa@northlan.gov.uk](mailto: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,

Tel No: 0345 123 2303

Enquire

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

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

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

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

**Children in Scotland - Resolve Mediation**

**0131 313 8844**  [**07955 788967**](tel:07955788967)

Email: [resolve@childreninscotland.org.uk](mailto:resolve@childreninscotland.org.uk)

**Independent Adjudication**

Scottish Government

Directorate for Learning

Support and Wellbeing Unit

Area 2C North

Victoria Quay

Edinburgh

EH6 6QQ

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

ASNTS

Health and Educational Chamber

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

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

**Wishaw** **Social Work**  :Tel. - 01698 348200

**Wishaw Health Centre**

Tel. – 01698 355511 Wishaw.  ML2 8BS

**30. Specialist Terms**

**Curriculum** The range of subjects taught in every class and school, e.g. Numeracy, Literacy, Social Studies, etc.

**Curriculum Continuity** This term relates to the need for schools to make sure that the courses children follow show progression and do not overlap unnecessarily.

**Emergency Contact** The person(s) nominated by a child’s parents/guardians to be the first to be contacted if a parent/guardian is not available.

**Ethos** This term related to the specific characteristics of the school; the spirit or principles of the school.

**Out of School Hours**  Subjects which are not taught in the formal curriculum, e.g. Learning after school clubs.

**Group Teaching** Children are normally taught and work in groups with other children – for Literacy and Numeracy these groups are ability groups where children of a similar ability progress at a  similar rate; for most other curricular areas children are taught in mixed ability and social groups.

**Transition** This term usually relates to the movement of children from nursery to primary, or primary to secondary.

**31. Qualifying Statements**

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

a) before the commencement or during the course of the school year in question.

b) in relation to subsequent school years.

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

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

**We look forward to working in partnership with you and your children.**

**Additional Information**

**NL Digital School**

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

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

**Parents Portal**

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

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

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

**Glow and M365**

All pupils in staff in NLC have access to Glow – Scotland’s national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.

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

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

**Armed Forces Covenant Duty**

North Lanarkshire Council is committed to the Armed Forces Covenant.

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

Further details on the Armed Forces Covenant can be found on [Scottish Armed Forces Education Support Group - gov.scot (www.gov.scot)](https://www.gov.scot/groups/scottish-armed-forces-education-support-group/#:~:text=The%20core%20purpose%20of%20the,Armed%20Forces%20families%20in%20Scotland)