North Lanarkshire Council

Noble Primary School

Resilience • Achievement • Respect • Honesty

School Handbook 2020/2021

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Welcome to Noble Primary School
Head Teacher's Introduction

Welcome to Noble Primary School. This handbook is designed to give parents and carers an insight into our school. The handbook highlights our vision, values and aims of Noble Primary School. It also tells you more about the curriculum, our priorities and our expectations. I hope you find the information in the handbook both helpful and interesting.

As a school, we fully appreciate the importance of parental involvement and by working together we can develop a partnership that will enable each child to achieve his/her full potential. Many of you will already have close links with the school and I look forward to working with you to further strengthen existing relationships. I would also like to extend a warm welcome to those of you joining our school community for the first time. When your child joins us at Noble Primary School, we are entering a new partnership where our aim is to provide an educational experience for all children which is of the highest quality.

We care about knowing, understanding and developing all our pupils and we work closely with other agencies to ensure all pupils are well supported. We have a dedicated and hardworking staff who strive to provide challenging and exciting learning opportunities for all.

In Noble Primary School, we want children to enjoy an education that encourages them to be the best they can be and provide them with skills for learning, life and work.

Mr Daniel Murray
Head Teacher

School Information

School Name	Noble Primary School
Denominational Status	Non-Denominational
Address	Shirrel Avenue, Bellshill, ML4 1JR
Telephone Number	01698 274907
School Email	enquiries@noble.n-lanark.sch.uk
Website Address	www.noble.n-lanark.sch.uk
Present Roll	266
Planning Capacity	367
Breakfast Club	From 8.15am

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

Community Facilities

Accommodation within the school is used regularly by community groups.
During 2019/2020

Tuesday	6.00pm – 8.00pm	CLD Youth Group
Wednesday	6.45pm – 8.45pm	Brownies

To book a community let, please contact Culture NL Limited, 01236 632778 or email, school&facilitybookings@culturenl.co.uk

Noble Primary School Staff 2019-2020

Head Teacher Mr Daniel Murray

Principal Teachers Mrs Margaret Bruce
Mrs Carolyn Mitchell

Primary 1a	Ground Floor (Rm 2)	Karen Crichton
Primary 1b	Ground Floor (Rm 1)	Jane Murphy
Primary 3/2	First Floor (Rm 6)	David Dornan
Primary 2	First Floor (Rm 8)	Amanda Mitchell
Primary 4/3	First Floor (Rm 7)	Pauline Wells
Primary 4	Second Floor (Rm 10)	Paul Sharkie
Primary 5	Second Floor (Rm 9)	Stephanie Shields
Primary 5/4	Second Floor (Rm 11)	Claire McMichael (0.6)/Elaine Craigan (0.4)
Primary 6a	Third Floor (Rm 13)	Cara Morrison
Primary 6b	Third Floor (Rm 14)	Morag Montgomery
Primary 7	Third Floor (Rm 16)	Joanne Fraser
NCCT		Sheena Chadwick (0.6)
NCCT		Danielle O'Neill (0.6)
Nurture/ Health & Wellbeing	The Hub	Margaret Bruce
Scottish Attainment Challenge Remit		Carolyn Mitchell
Class Teacher		Lisa Malcolmson (Maternity Leave)

Classroom Assistant	Angela Fraser
ASN Assistant (25 hours)	Margaret Quigley
ASN Assistant (12.5 hours PEF)	Kim Willis
ASN Assistant (12.5 hrs)	Kim Willis
ASN Assistant (25 hours)	Frances Thomson
Music Instruction	Esther Woods
P5 Kodally	Heather Ewart
Active Schools' Coordinator	Stuart McLaughlan
Clerical/Administration Staff	Elizabeth Oliver (Senior) Jennifer Downs
Facilities Officer	Raymond Leckie
CL+D Worker	Helen How
Educational Psychologist	Geraldine Mooney

August 2020
In-service day: Tuesday 11 August 2020
In-service day: Wednesday 12 August 2020
Pupils return to school: Thursday 13 August 2020

September 2020
September weekend holidays: Friday 25 September 2020 to Monday 28 September 2020

October 2020
October break: Monday 12 October 2020 to Friday 16 October 2020 (inclusive)

November 2020
In-service day: Monday 16 Nov 2020

December 2020 - January 2021
Christmas and New Year Holidays: Wednesday 23 December 2020 - Tuesday 5 January 2021 (inclusive)

February 2021
Mid-term break: Monday 8 February 2021 and Tuesday 9 February 2021
In-service Day: Wednesday 10 February 2021

April 2021
Thursday 1 April 2021 and re-open on Monday 19 April 2021
(Good Friday 2 April 2021 and Easter Monday 5 April 2021)

May 2021
May Day holiday: Monday 3 May 2021
In-service day: Thursday 6 May 2021
May weekend holiday: Friday 28 May 2021 and Monday 31 May 2021

June 2021
School closes: Thursday 24 June 2021
(school closes at 1.30pm)

School Hours	
School Opens	8.55am
Morning Session	8.55am – 10.35am
Interval	10.35am – 10.50am
Morning Session	10.50am – 12.30pm
Lunch Break	12.30pm – 1.20pm
Afternoon Session	1.20pm – 3.00pm

In an emergency
In the event of the school being closed in an emergency every precaution will be taken to ensure the safety of children.

It is vital that children are aware of whom the person designated as their emergency contact is. Please keep the school informed of any changes to telephone numbers or emergency contacts.

Out of School Care
Although not part of Noble Primary's provision the following local groups can be contacted for this service:

a) Y.M.C.A. Tel. 01698 843560
b) Orbiston Neighbourhood Centre Tel. 01698842215

Arrangements for Enrolment

This takes place in January of each year for those children who are due to start formal primary education in the following August. The dates and times for enrolment are given in the local press each year. The school will also advertise locally and using social media. Enrolment at other times of the year to any stage in the school can take place by contacting the Head Teacher who will provide the necessary information. Parents are welcome to visit the school prior to enrolment, please contact the Head Teacher.

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.

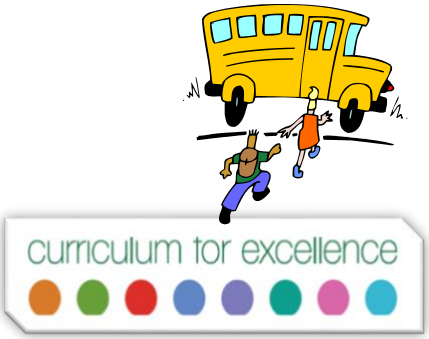
Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher.

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.

Induction Programme for Primary One Pupils

There is a comprehensive induction programme for Primary One pupils. After enrolment, children are invited to visit the Primary One classrooms to try out some of the activities they will meet on starting school. They have the opportunity to experience a playtime and parents and children are invited to join us for lunch. Parents are also invited to meet the staff and learn more about the school, our routines and our curriculum.



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.

Equal Opportunities

At Noble Primary School, we are fully committed to eliminating all forms of discrimination including age, disability, gender, race, religion or belief, sexual orientation, we are committed to the promotion of equality of opportunity and good relations. All staff are responsible for implementing the school's Equality and Diversity Policy which is available to parents on request. 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 pursue. Implementation of the Education and Families Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland

Noble Primary's School Improvement Priorities 2019 – 2020

Priority 1: To improve learning and teaching approaches at all stages.

- Develop consistent approaches to Assessment is for Learning at all stages.
- Develop Pupil Voice using How Good is OUR school? resource from Education Scotland.
- Increase opportunities for outdoor learning.
- Develop play based learning approaches into Primary 2 curriculum.
- Create opportunities for staff to work collaboratively to identify and implement creative, innovative approaches to learning.

Priority 2: Improve attainment levels for literacy and numeracy.

- Ensure all learners are working at a level in literacy and numeracy that is appropriate to their level, ensuring pace and challenge.
- Increase attainment for targeted year groups.
- Use of interventions when learners need support or challenge including Read.Write.Inc, Wave 3, Catch up Numeracy and Maths Recovery group.
- Work with Bellshill Academy Cluster through the year to develop moderation and assessment.

Priority 3: Improve learners' social, emotional and mental wellbeing through nurture and a rights based curriculum.

- Complete 'Nurture Principles' self-evaluation working alongside Educational Psychologist.
- Implement and then review draft 'Positive Relationships' Policy.
- Work with 'Do Be Mindful' to introduce approaches to Mindfulness.
- Continue with Nurture Group and The Spark Counselling service for groups of pupils and individual learners.
- Achieve Silver Award for Rights Respecting.

Also on the Agenda…

- Achieve our very first Eco Schools Award.
- Continue to enhance music provision.
- Promote the Global Goals.
- Improve all aspects of our school grounds.
- Continue to develop our curriculum through effective partnership working.
- Enhance ICT equipment.

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.

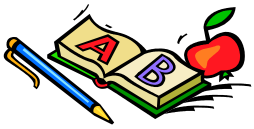
Assessment, recording and reporting on pupils' progress is ongoing within each session, to help teachers ensure that effective learning takes place.
Methods of assessment include:

- ⊕ Teacher observation
- ⊕ Written and oral tests
- ⊕ Practical assessment
- ⊕ Formative and summative assessment

We encourage children to self-assess their own work and to discuss their learning, progress and next steps. Children also have opportunities to peer assess.

Throughout the year, there are regular opportunities for parents to find out about children's learning, progress and achievements:

Open Hour	**September**
Parent/Teacher Consultation	**November and May**
Open Hour	**January**
Written Progress Report	**April**



Home Learning

Although Home Learning is not compulsory in Scottish schools, we set out to involve parents more actively in their child's learning. Home Learning tasks are designed to involve closer partnership between home and school. Types of Home Learning might include:-

- Project work (making parents more aware of on-going topics)
- Language & Maths activities (Number, Reading/Spelling)
- Reading (Home reader)

Parents know their individual child well and they should be aware of how long he/she can spend on a Home Learning task.

Spiritual, Social, Moral and Cultural Values

Our school is linked with The West Church and the chaplain, Rev. C. Stark, is keen to develop and strengthen existing links.
Parents have the right to withdraw their children from Religious Observance by notifying the Head Teacher in writing. Alternative arrangements will be made where possible.

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

Noble Primary School: Vision & Values

Working together to create a nurturing, inclusive and rights respecting community, where learning is exciting, challenging and relevant.

Our Values: **Respect, Achievement, Honesty, Resilience**

Our Aims:

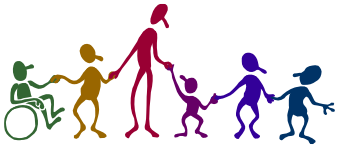
- To create an inclusive, safe and nurturing learning environment, where everyone is treated equally and everyone's rights are respected.
- To work together to create opportunities for our learners to develop as confident individuals, effective contributors and responsible citizens.
- To develop a progressive, challenging and meaningful curriculum, providing learning experiences that enable all learners to develop skills for learning, life and work.
- To establish effective partnerships between school and home, partner agencies and the wider community to reinforce our core values and empower our children to become successful learners
- To foster an ethos of achievement for all by celebrating personal achievements within and beyond the school community.

Additional Support for Learning

Noble Primary School complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017. North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a an Additional Support for Learning policy and follows north Lanarkshire Getting it Right for Every Child pathway, available from the school on request which is consistent with North Lanarkshire Council guidelines

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

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



Looked After 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. Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child' learning that is important and this will determine the level of support required.

Implementation

Many children at some time during their education experience the need for additional support. However, as each child is being taught to develop at his/her own rate, any additional needs should be quickly recognised and the necessary support given following the N.L.C guidelines:

Level 1 – Support within school (Universal)

Level 2 – Support beyond school but within Education, Youth and Communities

Level 3 – Support for Education with other agencies (Joint Working)

Level 4 – Integrated/Compulsory working (Partner Agencies, Child Plan/Lead Professional)

Pupils with English as their second language will be offered support by the Bilingual Support Service as required.

Looked After 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. Mr Murray is the named person responsible for Looked After and Accommodated pupils at Noble Primary.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan. Contact headteacher for further details.

Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.
Mrs Margaret Bruce, Principal Teacher is the Additional Support for Learning Co-ordinator at Noble Primary School. Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

Getting it Right for Me plans (GIRFMe)

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

Dispute Resolution
North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.
If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve and independent of the Education Authority.

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

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

Attendance at School

The school monitors attendance on a monthly basis. Letters will be sent to parents where there is cause for concern.

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

Attendance must be recorded twice a day, morning and Afternoon

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

If a pupil is absent for any reason, parents should contact the school office at the beginning of the day and give the child a note on his/her return to school, explaining the reason for the absence.

Family Holidays During Term Time

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

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

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

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

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

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

Extended leave with parental consent

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

Leave in such circumstances will be authorised under circumstances such as

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

Exceptional Domestic Circumstances

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

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

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

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The School in its Community

Schools nowadays are seen more and more as an integral part of the communities they serve and close links are maintained between Noble Primary and the following bodies:-

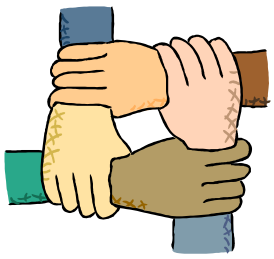
- Community Involvement Branch of Bellshill Police - give regular talks on road safety, drug awareness etc.
- School Nurse/Health Visitors Personal & Social Development programmes
- Colleges and Universities - we are always pleased to offer placements to teachers in training, students and work experience pupils from local secondary schools
- Parents and friends of Noble give of their free time to help around the school.

Extra-curricular Activities

A range of extra curricular activities are offered to pupils in the school throughout the year. Every encouragement is given to pupils to participate in these activities which include sports and choir. All children have the opportunity to experience a variety of educational outings, usually with a curricular link, throughout each session. In Primary 7, pupils have the opportunity to attend Kilbowie Outdoor Centre in Oban (Dates issued by North Lanarkshire Council).

Parent Helpers

The school is pleased to have the regular support and commitment of a group of parents who lend a hand with day-to-day activities. Any parent is welcome to help on a regular basis or as a helper on school excursions. The experience proves to be valuable for pupils, parents and staff. Parents wishing to become included in these types of activities have to undergo a PVG (formerly Disclosure Scotland) check. This is to safeguard pupils and parent helpers. Please contact the school if you wish to volunteer as a Parent Helper.



Our School Vision: Working together to create a nurturing, inclusive, rights respecting community, where learning is exciting, challenging and relevant.

Respect Achievement Honesty Resilience

Key Messages

Creating a nurturing, rights respecting and inclusive learning environment lies at the heart of our school vision and values. Developing a nurturing approach is based on the understanding of the six nurture principles:

- All learning is understood developmentally.
- Our school environment offers a safe place.
- Nurture and nurturing relationships are important for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- Transitions are important in young people's lives.

Approaches to Promoting Positive Relationships

Respect is one of our core values at Noble Primary School and we all strive to respect ourselves, others and property. We have very high expectations for all learners at Noble. We expect all of our children to be:

Ready **Respectful** **Safe**

These expectations are visually displayed in all classrooms and regularly reflected upon at all levels. However, everyone makes mistakes and there will be times when our actions and behaviours can upset others. By using a restorative approach with the children it encourages them to think about how their actions have upset or harmed someone else and what they need to do to repair this. In order to restore the relationship both parties have to be willing, children need to take responsibility for their actions and want to repair things. Children are then supported by staff to talk about what has happened and why, how it has made them feel and agree how this can be solved. They will also agree the consequences should it happen again.

Restorative approaches can also be used in a range of settings within school by investigating what has happened, why, how they felt at the time, how it impacted others, how can it be made right and how can we stop it happening again.

It is important that all children know even when they make a mistake they are still loved and cared for. Emotional health and well-being of all our children is a core element of our school ethos and culture and we strive to ensure that we support children and families in all circumstances and to the best of our abilities.

Recognition and Consequences

At all times positive behaviour is recognised and celebrated. Within classes teachers operate a variety of points and rewards systems for individuals and groups. School house points can be awarded by all members of staff when they see examples of good behaviour. These points are added to those awarded from special events and each term the winning house receives a special reward. Each week, Star Pupils are recognised and celebrated and one child from each class receives a Positive Note home. Every two weeks, a pupil is nominated for going above and beyond (Hot Chocolate Friday).

However, there are clear consequences in place when required. All staff follow a Correcting Behaviour Ladder system where children are given a **non-verbal signal** followed by a **Reminder** when they are displaying behaviours that are not expected. With the Reminder, the children will be reminded of the expectation they have broken. If the behaviour continues then teachers will offer the child an opportunity to make a **Correction** with their behaviour, by giving them a choice. If the behaviour persists, then the children will be given a **Last Chance** to show that they can change their behaviour. If this is unsuccessful, the children may be asked to take a **Time Out** in class or have a time out in another classroom. Afterwards, children will be given an opportunity to **Repair** the problem through **Restorative Approaches.** Restorative Approaches support the child in the hope that they will be back on track within the school day. Should this not be the case then a member of SLT will take time to talk to the child the next day and if necessary speak to their parents/carers.

Whilst this approach is successful for the majority of our children there are occasions where a modified approach is used.

Supervision in Non-Class Times

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

The children are supervised by our classroom assistant, Additional Support Needs Assistant and Mr Leckie the Facilities Officer.

Anti-Bullying

"North Lanarkshire Council is committed to the belief that every child and young person has the right to grow up free from bullying. We want children and young people to live, learn, socialize and work in an inclusive community where differences between people are valued, people support one another and treat each other with respect, empathy and compassion."

North Lanarkshire Anti-bullying Strategy, Bullying: It's Never Acceptable, 2012

Aims:

In partnership with parents, pupils and the wider community, we aim to:

- Prevent bullying behaviour taking place wherever possible.
- Reduce bullying when it does happen and aim for cessation of bullying behaviour.
- Provide support for children and their families who have been affected by bullying.
- Build resilience in children and young people and their capacity to address bullying.

Definition - What is Bullying? (Taken from Respect Me, Scotland)

Bullying is a mixture of behaviours and impacts which can impact on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can include:

- Physical - hurting people, negative behaviour, victimisation.
- Verbal - name calling, teasing, being nasty, being hurtful, being unjust, being unfair, gossiping
- Material - stealing or damaging property.
- Emotional/mental - intimidation, making people think less of themselves, excluding people, scaring people, blackmailing, mental and emotional abuse.
- Social - embarrassing someone whether intentionally or not, having awareness of an incident of bullying behaviour and failing to stop it, humiliation of another, manipulation of another, isolation of another, exerting peer pressure.
- Cyber - where technology is used to send threatening, offensive or intimidating messages to another person, sometimes anonymously.

What is NOT bullying?*

Children will tease, fall in and out with each other, have arguments, stop talking to each other and agree and disagree about what's cool and what's not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying leaving those being bullied feeling afraid, uncomfortable and unsafe in their environment.
*Advice from www.respectme.org.uk

Reporting and Dealing with Bullying Type Behaviours/Allegations/Incidents

- Staff will listen to individuals concerned and record reports of bullying.
- Unresolved incidents or serious occurrences will be reported directly to a member of the senior management team and investigated by them.
- Incidents of bullying will be reported to parents, either verbally or by letter.
- When concerns are raised regarding bullying behaviour, the situation will be closely monitored by the school.
- Each incident will be dealt with individually and sensitively.

Preventing and Addressing Bullying Type Behaviour at Noble Primary School

We believe in building a learning community that is built on trust, responsibility and respect. Bullying behaviour, in any form, is NOT tolerated.

We believe that the most powerful preventative strategies are those which aim to build communities of respect, where individuals model appropriate behaviours and communicate the value and worth of every person.

We continue to prevent and address bullying type behaviour using the following strategies:

- Promoting a positive ethos and creating a climate of respect, responsibility and positive relationships.
- Worry box
- Learning about children's rights and discussing ways we can respect each other
- Reflecting on school rules and class charter (rights and rights respecting actions).
- Mental, emotional and social health and wellbeing programmes e.g. Circle Time, Promoting Alternative Thinking Skills, Social Skills, Restorative Practices.
- Being proactive information strategies and campaigns e.g. Show Racism the Red Card, anti-bullying week, anti-sectarianism strategy
- Using positive behaviour strategies within the classroom and wider school.
- Repairing relationships through restorative approaches, focusing on the harm that has been caused and the impact this has had.
- Personal support and additional support for those involved.

Labelling

As per the advice from Respect Me (Scottish anti-bullying strategy), we don't label children and young people as 'bullies' or 'victims'. Labelling a child or young person on the basis of bullying behaviour can result in a confirmed identity as a 'bully' or 'victim' resulting in ongoing behaviour patterns based on this identity. This is not about diluting behaviour but is to keep the focus of the adult's responses on the behaviour that is problematic, rather than the assigning characteristics to those involved. This is a solution focussed approach that is designed to help people change the way they behave, rather than attempt to change who they are. We help people change by telling them and naming the behaviour that is unacceptable, being clear that what they are doing is bullying and that it needs to stop.

What to do if you are experiencing bullying behaviour

- Tell the person who is bullying or harassing you to stop, if you feel confident to do so.
- Ignore them
- Walk away
- Make a joke of it
- Don't show you're upset
- Keep calm
- Talk to someone else
- Speak up – tell an adult .e.g. teacher, parent, friend, relative. This is not grassing everyone has the right to feel safe and
- Keep telling until the problem is resolved

No Hitting Policy

In the school's efforts to minimise incidents of bullying, it must be stated that any form of physical action or retaliation is unacceptable as this can lead to escalation of the situation. We do not encourage and actively discourage violence of any kind.

Recording and Monitoring

The policy will be evaluated against the criteria below

1. All reported incidents of bullying are dealt with promptly and effectively.
2. Whole school strategies are in place to aid children in their attempts to deal with bullying.
3. Incidents of bullying throughout the school are significantly reduced.
4. The policy outlined above is accepted and implemented by the whole school community.
5. All incidents of bullying will be recorded to allow effective monitoring and evaluation.
6. Recording forms of bullying incidents by a named person

Concerns/Complaints Procedure

If you have concerns or complaints regarding the service you are receiving, these can be addressed by contacting the Head Teacher in the first instance. Should you remain dissatisfied the Head Teacher will advise you of the next steps available to you.

Internet Links to advice on bullying for schools

www.respectme.org
www.unicef.org.uk/rrsa
www.kidshealth.org
www.parentzonescotland.gov.uk
www.anti-bullyingalliance.org.uk
www.beatbullying.org.uk
www.bullying.co.uk
www.bullyonline.org
www.childrenslegalcentre.com

The recording of bullying or alleged bullying incidents are recorded electronically as part of the school's monitoring system.

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.

School Meals

We have excellent school lunches on offer at Noble Primary made in our kitchen. Winter and Summer menus are distributed to pupils and parents from Catering Services – Hungry for Success. Pupils can also bring a packed lunch and eat it in the dinner hall. We run a cashless cafeteria at present with children purchasing their own lunch from the cafeteria staff.

The Availability of Special Diets

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's catering service.

Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements. Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service to ensure appropriate food provision.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service. All P1-P3 pupils are entitled to a free school meal. Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service. Children of parents receiving Income Support, Universal Credit, Job Seekers Allowance (income based), and Employment & Support Allowance (income related) are entitled to a meal without charge.

Early Years Provision – If your child is aged between 2 and 4 years and attends a North Lanarkshire Council or Partnership Provider Nursery, in the middle of the day for more than 4 hours per day, they may be entitled to a free meal. Parents\carers must be in receipt of any of the qualifying benefits above or in receipt of State Pension Credit or Incapacity and Severe Disablement Allowance. Your child will also be entitled if they are or have been at any point since their second birthday looked after; the subject of a kinship care or guardianship order.

Information and application forms for free school meals may be obtained from schools, first stop shops, libraries and Kildonan Street, Coatbridge.

Parents\carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related),universal credit, housing benefit, council tax rebate.

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

Information and application forms for free school meals may be obtained from schools, First Stop shops and Municipal Buildings, Coatbridge.

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), universal credit, housing benefit, council tax rebate.

Clothing and Uniform

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

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

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

Parents 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 Assistant Chief Executive, Education, Skills and Youth Employment. Information and application forms may be obtained from any school or First Stop Shops. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit, housing benefit, council tax rebate.

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

In such circumstances a head teacher may justify the use of the school discipline procedure.

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

In Noble Primary the school uniform consists of:-

Primary 1 to 6

- Grey trousers or skirt
- Blue cardigan or sweatshirt
- White polo shirt
- White shirt & tie

Primary 7

- Black trousers or skirt
- Black cardigan or sweatshirt
- White polo shirt
- White shirt & tie

Transport

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

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

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

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

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

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

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

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

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.

Medical and Health Care

Routine medical examinations take place during the first year at school. Dental inspections of every child are carried out and parents are offered any necessary treatment for them although they may choose instead to go to the family dentist.

If a child takes ill or has an accident during school hours, the Parents/Carers or emergency contact will be notified immediately to take him/her home or to the family doctor. If there is an emergency situation the child will be taken to the Emergency Unit at Monklands Hospital under the Head Teachers personal supervision. First aid is administered by the school's first aider - a member of staff who has had the appropriate training: Mrs Oliver, Mrs Downs and Mrs Fraser.

It is vital that Parents/Carers should inform the Head Teacher of any particular medical requirements relating to their child and then any special arrangements can be made for his/her own well being. We have strict procedures for the taking of medication during school hours and Parents/Carers must call at the office to sign the appropriate form and arrange for the handover of any medicines.

Parents/Carers should check their child/children's hair on a regular basis - any problems should be dealt with by them immediately. Advice can be sought from their family doctor who will also suggest correct medication or from the community nurse – Helen Scott, 01236 707737

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment.
In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service.
Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

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: Mr Murray
Telephone Number: 01698 274907

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: Mr Murray
Telephone Number: 01698 274907

Home School Links

In Noble Primary School we believe firmly that creating effective parental links is vital to support our young people as effectively as possible. If you wish to draw our attention to a matter regarding your child please either write a letter addressed to the Class Teacher or Head Teacher or telephone the school office (01698 274907) to make an appointment to speak to a member of staff.

Close partnership is actively encouraged to ensure children benefit fully from the services on offer.

- ☆ Home/School Communication Diary
- ☆ Open evenings and workshops
- ☆ Parent Council
- ☆ Induction Programme for Nursery and P1 intake
- ☆ Regular school newsletters, Twitter, website and blog
- ☆ Harvest Celebration
- ☆ Class Assemblies
- ☆ School Performances

The Parent Forum

As a parent of a child at Noble Primary you are automatically a member of the Parent Forum. The Parent Forum will be 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/carers at the school
- ✪ be invited to identify issues for the Parent Council to work on with the school.

The Parent Council

The Parent Council's rights and duties include:

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

A Parent Council has been established at Noble Primary. The Head Teacher sends out an annual letter, at the start of the school session, requesting parent nominations. No more than ten parents will form the Noble Parent Council, with a member of the school staff. The Head Teacher is professional advisor to the Parent Council. Two members of the community can be co-opted onto the Council.

The Noble Parent Council for 2019/20:

Mrs Mitchell	-	Chairperson
Miss Wilson	-	Assistant Chairperson
Mrs Johnston	-	Secretary
Mr Ramage	-	Treasurer
Mrs Lever		
Mrs Prentice		
Mrs Felvus		
Mrs Burns		
Mrs Shariff		
Miss McEwan		
Mrs Bruce & Mrs Mitchell	-	Staff Members
Mr Murray	-	Advisor

As advisor, Mr Murray has a right and duty to attend all meetings of the Parent Council.

The Parent Council notice board is to be found at the school office – information is on display. Meetings of the Parent Council are open to the public.

Pupil Voice

At Noble Primary School, we recognise the importance of the pupil voice and ensuring children actively contribute to the decision making process. The school has House Captains, Pupil Council, Rights Respecting Schools Steering Group and Sports Ambassadors. The groups meet regularly, representing all pupils by putting forward new ideas, suggestions and agreeing ways of solving problems. At all stages, children are encouraged to volunteer for roles of responsibility. These include; class monitors, buddies, Junior Road Safety Officers. We encourage an enterprising 'can do' attitude in our pupils. All classes take part in at least one Enterprise initiative every year. These range from creating a display of knowledge, organising a school community event, setting up a profit making business or charity fundraising.

Community Facilities/Letting Procedures

It is Council policy for school accommodation to be made available for community use outwith school hours. Enquiries should be directed to:-
Learning & Leisure Services
Community Information & Learning
Municipal Buildings
Kildonan Street
Coatbridge ML5 3BT
Telephone: - 01236 812407 Fax: - 01698 302138

Let applications must be received at the above office at least one week prior to the date required. A let required that may affect other users will require at least one month's notice. All let applications must be in writing to the above office before being processed. No lets will be granted by telephone.

Data Protection Act

General Data Protection Regulations (GDPR) Statement for Education

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

Who are we?
North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Kildonan Street, Coatbridge ML5 3BT.
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 outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?
Your personal information will be used:

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

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

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

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

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

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

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

Your rights under GDPR
You can:

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

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

The Council's Data Protection Officer

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

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

The Information Commissioner

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

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

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to the Freedom of Information and Records Management Officer.

Transfer to Secondary Education

Pupils normally transfer between the ages of 11½ and 12½ so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.
The associated high school for Noble Primary school is Bellshill Academy. We work very closely with Mrs Munro, Head Teacher and Mrs McGraw, Depute Head Teacher, to ensure a smooth transition from primary to secondary education.

Bellshill Academy
Main Street
BELLSHILL ML4 1AR.
Tel. Bellshill 01698274940
ht@bellshill.n-lanark.sch.uk

Transferring Educational Data About Pupils

Education authorities and the Scottish Government

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

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

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

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

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

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

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

Further details are available on:
https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation

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

Want more information?
Further details about ScotXed data exchanges are available on the ScotXed website, http://www.scotxed.net.

Freedom of Information

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

Complaints

Any complaints about school matters should first be brought to the attention of the Head Teacher and relevant staff. If the complaint is not resolved, a formal complaint may be made to Education, Skills and Youth Employment Department.

Important Addresses and Telephone Numbers		
Name	Address	Telephone No.
Chief Executive Des Murray	North Lanarkshire Council Civic Centre Motherwell ML1 1TW	01698 302222
Executive Director of Education and Families Derek Brown	North Lanarkshire Council Civic Centre Motherwell ML1 1TW	01698 302534
Education Officer Alan Henry	North Lanarkshire Council Municipal Buildings Kildonan Street Coatbridge ML5 3BT	01236 812291
Acting Continuous Improvement Officer Jill Woodward Elaine Johnstone	North Lanarkshire Council Civic Centre Motherwell ML1 1TW	01236 812243 01236812208
Councillors Harry Curran Angela Campbell Jordan Linden Colin Cameronp	North Lanarkshire Council Members Services Civic Centre Motherwell ML1 1TW	01698 302522
Community Learning and Development	Orbiston Business Centre Babylon Drive Bellshill ML4 2DN	01698 274666

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.

Contacts in relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from@
Carol McShane
Karen Clarkson
Coatbridge / Bellshill Area
IT Technical Service
Caldervale High school
Towers Road
Airdrie
ML6 8PG
01698 632844

You can also get more help and advice from:
Enquire – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets,

0345 123 2303
info@enquire.org.uk
www.enquire.org.uk for parents and practitioners
www.enquire.org.uk/yp for children and young people

Resolve
0131 313 8844
(Independent Adjudicator)
Scottish Independent Advocacy Alliance
Mansfield Traquair Centre
15 Mansfield Place
Edinburgh
EH3 6BB
enquiry@siaa.org.uk
www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)
ASNTS
Health and Educational Chambers
First Tier Tribunal for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT
0141 302 5860
www.asntscotland.gov.uk

Social Work Bellshill
303 Main Street
Bellshill
ML4 1AW
01698 346666

NHS Lanarkshire
Bellshill Health Centre, 01698 575700

Bellshill CLD Locality Office
Orbiston Business Centre
Babylon Drive
Orbiston
Bellshill
ML4 2DN
Tel: 01698 274685
E: CLD-Bellshill@northlan.gov.uk

RESILIENCE ACHIEVEMENT RESPECT HONESTY