



# Noble Primary School Handbook 2025



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## 1. Introduction

# Welcome to Noble Primary School Head Teacher's Introduction

Dear Parent/Carer,

I would like to welcome you and your child to Noble Primary School. This handbook is designed to give you 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.

Starting a new school is a big step in your child's life and we aim to make the transition as smooth as possible. We hope that your child feels safe and happy here and enjoys the wide variety of learning experiences we offer. Relationships, nurture and quality learning is what we value most, and we look forward to working with you to support your child's learning and development. The school was inspected in January 2019 and our inspection report can be found here: <https://education.gov.scot/>.

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 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.

Yours sincerely,

Mrs Suzanne Brown  
Acting Head Teacher

## 2. School Information

School Name	Noble Primary School
Denominational Status	Non-Denominational
Address	Shirrel Avenue, Bellshill, ML4 1JR
Telephone Number	01698 274907
School Email	<a href="mailto:enquiries-at-noble@northlan.org.uk">enquiries-at-noble@northlan.org.uk</a>
Website Address	<a href="http://www.noble.n-lanark.sch.uk">www.noble.n-lanark.sch.uk</a>
Stages	P1-7
Present Roll	230
Planning Capacity	367
Breakfast Club	From 8.15am
Community Facilities	Wednesdays - Brownies 6:45pm - 8:45pm  To book a community let, please contact Culture NL on 01236 632778 or email, <a href="mailto:school&amp;facilitybookings@culturenl.co.uk">school&amp;facilitybookings@culturenl.co.uk</a>

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

3. 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 - 1.15pm
Afternoon Session	1.15pm - 2.55pm

#### 4. Noble Primary School Staff 2024-2025

##### Acting Head Teacher

Mrs Suzanne Brown

##### Principal Teachers

Mrs Margaret Bruce

Mrs Carolyn Mitchell

Primary 1	Ground Floor (Rm 2)	Karen Crichton
Primary 2/1	Ground Floor (Rm 1)	Stephanie Meade
Primary 3	First Floor (Rm 7)	Aksa Irfan
Primary 2	First Floor (Rm 8)	Suzanne Shields
Primary 4A	Second Floor (Rm 11)	Lauren Steele
Primary 4B	Second Floor (Rm 12)	Jessica Bryce
Primary 5	Second Floor (Rm 10)	Morag Montgomery
Primary 6/5	Third Floor (Rm 14)	Paul Sharkie
Primary 6/7	Third Floor (Rm 13)	Lisa Malcolmson/Elaine Craigan
Primary 7	Third Floor (Rm 16)	Joanne Fraser
NCCT		Lyndsey Hobbs
Classroom Assistant		Angela Fraser
ASN Assistant (25 hours)		Kathryn Johnston
ASN Assistant (25 hours)		Vacant
Music Instruction		Esther Woods
P5 Kodaly		Sarah McQueen
Active Schools' Coordinator		Alistair Gardner
Clerical/Administration Staff		Jennifer Downs (Senior)
		Louise McLaughlin
Facilities Officer		Raymond Leckie
Dining Room Assistant		Elaine McGhee
Educational Psychologist		Amy Hughes

##### Composite Classes

Schools have a maximum class size capacity. Composite classes are formed when numbers exceed this capacity. The maximum number of pupils in composite class is 25. When creating composite classes, a variety of information is taken into account including age, working groups etc. Teaching staff are trained to ensure that pupils, regardless of the class they are in are working on a programme appropriate to their age and stage of development.

## **5. The School Year: Term and Holiday Dates - 2025-2026**

### **August 2025**

In-service day: Tuesday 12 August 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 and New Year holidays: Friday 19 December 2025 to Friday 2 January 2026 (Inclusive)

Schools close at 2.30pm on Thursday 18 December 2025

### **February 2026**

Mid-term break: Monday 16 February 2026 and Tuesday 17 February 2026

In-service day: Wednesday 18 February 2026

### **April 2026**

Monday 6 April to Friday 17 April 2026 (inclusive)

Schools close at 2.30pm on Thursday 2 April 2026

### **May 2026**

May day holiday: Monday 4 May 2026

In-service day: Thursday 7 May 2026 (In-service day to coincide 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

### **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.



### 6a. Enrolment to Primary School

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 available on North Lanarkshire Council website and social media accounts. The school will also advertise locally and using our own social media channels. 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.



### Out of School Care

Although not part of Noble Primary's provision, the following local group can be contacted for this service:

Y.M.C.A. Tel. 01698 843560



### 6b. 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 McGraw, Head Teacher and Mr Hamilton, Depute Head Teacher, to ensure a smooth transition from primary to secondary education.

**Bellshill Academy**  
**Main Street**  
**Bellshill**  
**ML4 1AR**  
**Tel. Bellshill 01698 274940**

### 7. 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 pursued. 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>**

## 8. 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.

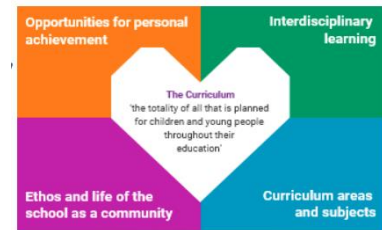
### Curriculum Areas and Subjects

The BGE is delivered through 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.



### **Relationships, Sexual Health and Wellbeing**

We follow local and national policy to provide a quality education relating to relationships, sexual health and wellbeing. We follow national guidance from [www.rshp.scot](http://www.rshp.scot) where parents and carers have access to some of the resources, we use to support teaching and learning. Our programme is age and stage appropriate and is an important part of children's preparation for adult life. Our programme covers the following themes:

#### **P1 to P3**

- Awareness of the way babies grow and change.
- Uniqueness of their body.
- Where living things come from.
- Family and special people who care for them.
- Dealing with feelings.
- Feeling safe.

#### **P4 – P5**

- Exploring changes in the body.
- How human life begins.
- Being part of a family.
- Dealing with feelings and difficult situations.
- Menstruation (P5)

#### **P6 – 7**

- Physical and emotional changes at puberty.
- Body image and self-worth.
- Understanding their own sexuality.
- Developing awareness of gender.
- Changing relationships.
- Menstruation, pregnancy and birth.

There are opportunities for parents to view some of the materials on request.

### **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.

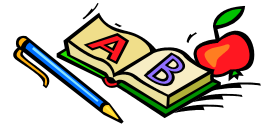
Methods of assessment include:

- ⊕ 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 using agreed success criteria.

Throughout the year, there are regular opportunities for parents to find out about children's learning, progress and achievements through class assemblies, showcases, jotters going home and class and school newsletters. This programme usually looks like this:

<b>Open Hour</b>	<b>September, November, February</b>
<b>Parent/Teacher Meetings</b>	<b>October and May</b>
<b>Written Progress Report</b>	<b>April</b>



## 9. Additional Support Needs

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

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.



Care experienced children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have additional support needs unless assessment determines otherwise.

## **Implementation**

Many children at some time during their education experience the need for additional support, this support can be short or long term. 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 North Lanarkshire Council's Getting it Right for Me pathway. We offer universal, additional, and intensive support, liaising with other partners and agencies as appropriate.

**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)**

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

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


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

## 10. School Improvement Plan

Following consultation and self-evaluation with all of our stakeholders, we identify improvement priorities on an annual basis. Our priorities for 2024-2025, are outlined below. A copy of our full plan is available from [www.noble.n-lanark.sch.uk](http://www.noble.n-lanark.sch.uk)

Cluster Priority:	By the end of session 2024/25 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:	To improve Attainment in Writing across the school by 2% through high quality Teaching, Learning and Assessment increasing pace and challenge by June 25 (Y3).
School Priority 2:	To increase learner engagement and provide opportunities for learners to lead their own learning through Play and Enquiry pedagogy and ensuring our curriculum engages and supports all learners (Y1).
School Priority 3:	To improve Health and Wellbeing Outcomes for children through increased understanding of all behaviour is communication, raising awareness of The Promise, improved attendance.

Our improvement priorities are driven by our vision, values and aims




## Noble Primary's Vision, Values & Aims

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

**Our Values:**

**Respect**  
**Resilience**  
**Inclusion**  
**Kindness**  
**Achievement**



**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.

## **11. 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)
- Literacy 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. This session we have been using Microsoft Teams to issue home learning tasks.

Homework



## **12. School Ethos**

At Noble Primary School we aim to create a learning environment that is nurturing, inclusive and rights respecting. Everything we do is shaped by our values of respect, achievement, resilience and honesty. Our recent inspection highlighted that schools 'welcoming, supportive and nurturing school environment'. To access our latest inspection report, please visit <https://education.gov.scot/>.

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

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.

## **14. Extra-Curricular Clubs**

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.

## **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 timescale 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.

## **16. General Data Protection Regulations Statement for Education**

### **What is this statement?**

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



## **Who are we?**

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

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

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

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

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

## **Your personal information**

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually. We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff out with the nursery or school, key staff from these services may also store information securely about your child or young person.

## **How will we use this information?**

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school



- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland when we require to contact you by post, email, telephone or text.

### **Who do we share information with?**

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

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

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

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

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

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

### **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.

<b>The Council's Data Protection Officer</b>
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 <a href="mailto:AITeam@northlan.gov.uk">AITeam@northlan.gov.uk</a>

<b>The Information Commissioner</b>
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
<a href="mailto:casework@ico.org.uk">casework@ico.org.uk</a>

### **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.

If there are any concerns, the Head Teacher or Child Protection Coordinator will follow North Lanarkshire Council Child Protection Procedures and Guidelines. The Head Teacher is responsible for the school actions in response to Child Protection concerns.

**Child Protection Co-ordinator: Mrs Brown**

**Telephone Number: 01698 274907**

**Email: [nlbrowns@northlan.org.uk](mailto:nlbrowns@northlan.org.uk)**

## **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: Mrs Brown**

**Telephone Number: 01698 274907**

**Email: [nlbrowns@northlan.org.uk](mailto:nlbrowns@northlan.org.uk)**

## **19a. School Discipline: Positive Relationships Policy**

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.

## **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.

## **19b. Anti-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](http://www.respectme.org.uk)

### **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.

### 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.

### 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



## **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.

## **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.

## **19c. 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 Assistants, Senior Leadership Team (when not class committed) and Mr Leckie the Facilities Officer.

## **20. Home and School Links**

In Noble Primary School, we believe firmly that creating effective parental links is vital to support our young people 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 to make an appointment. Parents can also email the enquiries email address [enquiries-at-noble@northlan.org.uk](mailto:enquiries-at-noble@northlan.org.uk)

Throughout the school year, we actively encourage parental partnership through a range of activities including:

- Open days and workshops
- Parent Council
- Regular emails, texts and newsletters
- Monthly school newsletters
- Termly class newsletters
- Jotters shared with parents on a termly basis
- Class showcases and assemblies
- Regular and updated information posted on our school website and Twitter account

## 21. Attendance at School

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

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

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

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

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

If a pupil is absent for any reason, parents/carers 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.

### 21a. 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.

### 21b. 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

### 21c. 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.

## **Impact of Absence**

### **ATTENDANCE FACTS**

Every pupil at our school should aim to have an attendance of over 96%. When a child's absence falls below this figure it has a dramatic impact on their learning. The figures below state very clearly the effect absence has on your child's learning.

Attendance during one school year	Equates to school days absent in one school year	Equates to school weeks absent in one school year	Equates to school lessons missed in one school year	Effect of absence on your child's learning
95%	9 days	2 weeks	40 lessons	<b>Watch out!</b> Your child will have gaps in their learning
90%	18 days	4 weeks	80 lessons	
85%	27 days	6 weeks	120 lessons	<b>Danger! It will be difficult for your child to catch up.</b>
80%	36 days	8 weeks	160 lessons	
75%	45 days	10 weeks	200 lessons	<b>It will be almost impossible for your child to catch up.</b>
70%	54 days	12 weeks	240 lessons	
60%	72 days	14 weeks	320 lessons	

**WHEN ATTENDANCE DROPS TO BETWEEN 85% AND 90% - OVER 5 YEARS A CHILD WILL LOSE HALF OF YEAR OF SCHOOLING**

**WHEN ATTENDANCE DROPS TO 80% - OVER 5 YEARS A CHILD WILL LOSE A YEAR OF SCHOOLING**

## 22. Clothing and Uniform

All North Lanarkshire schools must have a dress code, which encourages pupils to dress in a way, which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability.

Prior to drawing up the dress code the parents/carers, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers will be keen to support the dress code and written agreement may be sought.

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

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

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items, which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from first stop shops and can be downloaded from the Council website [www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk)

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

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

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc., are not brought to school. **This includes mobile phones which should be left at the school office each morning and collected at the end of the day. They must be switched off at all times.**

Parents/carers should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

At 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

## **23. School Meals**

### **i) Lunch Provision**

We have excellent school lunches on offer at Noble Primary made in our kitchen. The 3 weekly menu is available on North Lanarkshire Council website [www.northlanarkshire.gov.uk/schools-and-learning/school-meals/meal-menus/primary-school-menu](http://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/meal-menus/primary-school-menu). 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. **Please note that Noble Primary School is a nut free school.**

### **ii) The Availability of 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 Information about School Meal Provision**

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

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.

Information and application forms for clothing grants may be downloaded from the council website [www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk)

## **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**

### **i) 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 can apply on the Council website. Applications should be completed and submitted 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.

### **ii) 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.

### **iii) 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**

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 where possible. First aid is administered by the school's first aider - a member of staff who has had the appropriate training: 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 wellbeing. 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.

## **27. Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, email, 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. Parent Forum and Parent Council**

As a parent/carer 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

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 2024/2025:

Mrs Elaine McIntyre	-	Chairperson
Mrs Amanda Molloy	-	Assistant Chairperson
Mrs Victoria Wilkie	-	Secretary
Mrs Lynn Tomlinson	-	Treasurer
Mrs Cheryl Dollin	-	Parent
Mrs Laura Thomson	-	Parent
Miss Louise McLaren	-	Parent
Miss Asia Javaid	-	Parent
Miss Karyn McEwan	-	Parent
Mrs Susan Whyte	-	Parent
Mrs Bruce, Mrs Mitchell	-	Principal Teachers
Mrs Stephanie Meade	-	Staff Reps
Mrs Suzanne Brown	-	Acting Head Teacher, Advisor



As advisor, Mrs Brown 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.

## 29. Names and Addresses for Education and Families

Name	Address	Telephone No.
Chief Executive Des Murray	North Lanarkshire Council Civic Centre Motherwell ML1 1AB	01698 302222
Chief Officer Barry Smedley	North Lanarkshire Council Civic Centre Motherwell ML1 1AB	01236 812336
Education Manager Jennifer O'Hara	North Lanarkshire Council Civic Centre Motherwell ML1 1AB	01236 812243 01236 812208
Councillors Angela Campbell Anne McCrory Pat Patton Lisa Stubbs	North Lanarkshire Council Members Services Civic Centre Motherwell ML1 1AB	01698 302522
Community Learning and Development <a href="mailto:CLD-Bellshill@northlan.gov.uk">CLD-Bellshill@northlan.gov.uk</a>	c/o Bellshill Academy 321 Main Street Bellshill ML4 1AR	01698 274685

## 30. Contacts in relation to Support for Learning

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

Carrie McCormack

Bellshill Academy

Email: [mccormackc@northlan.gov.uk](mailto:mccormackc@northlan.gov.uk)

You can also get more help and advice from:

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

0345 123 2303

Enquire

Children in Scotland, Rosbery House, 9 Haymarket Terrace, Edinburgh, EH12 5EZ

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

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

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

**Children in Scotland - Resolve Mediation**

0131 313 8844

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)

**Social Work Bellshill**

95 Main Street  
Bellshill  
ML4 3DZ  
01698 346666

**NHS Lanarkshire**

Bellshill Health Centre, 01698 575700

**Bellshill CLD Locality Office**

c/o Bellshill Academy  
321 Main Street  
Bellshill  
ML4 1AR  
Tel: 01698 274685  
E: [CLD-Bellshill@northlan.gov.uk](mailto:CLD-Bellshill@northlan.gov.uk)

**31. Qualifying Statement**

*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.*

## **32. 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://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school) 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 and 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](#). 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)*



## Education and Families

# Unacceptable Actions Policy

Education and Families believes that complainants have a right to be heard, understood and respected. We work hard to ensure that this right is accessible and clear to everyone.

**Occasionally, the behaviour or actions of individuals making a complaint can make it very difficult for us to deal with the issue both at school and authority levels. In a small number of cases, the actions of individuals become unacceptable because they involve the abuse of our teachers, headteachers, support staff and other council officers.**

When this happens, we have to take action to protect our staff. We also have to consider the impact of the behaviour on our ability to do our work and provide services to others.

This policy explains how we will do that taking account of the Scottish Public Sector Ombudsman's Unacceptable Actions Policy and North Lanarkshire Council's complaints process.

### What actions do we consider to be unacceptable?

We recognise that people may act out of character in times of trouble or distress. They may have experienced upsetting or distressing circumstances leading up to making a complaint.

However, we do consider actions that result in unreasonable demands on our schools and offices or unreasonable behaviour towards our staff to be unacceptable. We have grouped these actions under the following broad headings:

### Aggressive or abusive behaviour

We understand that complainants may be angry about the issues they have raised in their complaint. If that anger escalates into aggression towards our staff, we will consider that as unacceptable. Any violence or abuse towards staff will not be tolerated.

Violence is not restricted to acts of aggression that may result in physical harm. It also includes behaviour or language (whether verbal or written) that may cause staff to feel offended, afraid, threatened or abused. Language (including via email, phone calls, in person or social media) which is designed to insult or degrade, is racist, sexist or homophobic or which makes serious allegations that individuals have committed criminal, corrupt or perverse conduct without any evidence is unacceptable.

We may also decide that comments aimed at third parties are unacceptable if listening to them or reading them may have a detrimental effect on our staff.

### Unreasonable levels of contact

Sometimes the volume and duration of contact made to us by an individual causes problems. This can occur over a short period, e.g. the number of calls or emails in one day or one hour. It may occur over the life-span of a complaint when a complainant repeatedly makes long telephone calls to us or inundates us with copies of previously sent or irrelevant information.

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## Education and Families Unacceptable Actions Policy

We consider that the level of contact has become unacceptable when the amount of time spent talking to a complainant on the telephone or responding to/reviewing emails or written correspondence impacts on our ability to deal with that complaint or other people's complaints or deliver our services effectively.

### Unreasonable demands

We believe a demand becomes unacceptable when it starts to (or when complying with the demand would) impact substantially on the work of our schools and offices. Examples include:

- Repeatedly demanding responses within an unreasonable timescale
- Refusing to follow our complaints procedure
- Insisting on seeing or speaking to a particular member of staff when that is not possible
- Repeatedly changing the substance of a complaint or raising unrelated concerns

Such demands take up an excessive amount of staff time and in doing so disadvantages other complainants and prevents their own complaint from being dealt with quickly.

### Unreasonable refusal to co-operate or accept a decision

When looking at complaints, we will need to ask the person who has complained to work with us. This can include asking for further information, evidence or comments. Sometimes, an individual repeatedly refuses to co-operate and this makes it difficult for us to proceed. Very occasionally, individuals refuse to accept outcomes or attempt to have complaints re-opened without further evidence. We consider this unreasonable and will advise the person of their right to review by the Scottish Public Sector Ombudsman (SPSO).

### Our responses to unacceptable behaviour

The threat or use of physical violence, verbal abuse or harassment towards our staff is likely to result in termination of all direct contact with the complainant and we may report the incident to the police and/or other agencies. This will always be the case if physical violence is used or threatened.

Our staff will end telephone calls if they consider the caller aggressive, abusive or offensive. Our staff have the right to make the decision to tell the caller that their behaviour is unacceptable and to end the call if the behaviour persists.

We will not respond to correspondence (in any format) which contains statements that are abusive to staff or contain allegations that lack substantive evidence. Correspondence will be returned to the complainant with a note explaining that we consider the language used to be offensive, unnecessary and unhelpful and will ask the complainant to stop using such language. We will state that we will not respond to their correspondence if the action or behaviour continues.

In extreme circumstances, we will tell the complainant in writing that their name is on a 'no personal contact' list. This means that we will limit contact with them to through a third party.

We reserve the right to take legal action on unacceptable behaviour where necessary.

### Our responses to other unreasonable behaviour

We have to take action when unreasonable behaviour impairs the functioning of our schools and other offices.

We will try to ensure that any action we take is the minimum required to solve the problem, taking into account relevant personal circumstances including the complaint and the needs of the individual.

Where a complainant repeatedly phones, visits, raises repeated issues or sends large numbers of documents where their relevance is not clear, we may decide to:

- Limit contact to telephone calls from the complainant at set times on set days;
- Restrict contact to a nominated member of school/central staff who will deal with future calls or correspondence from the complainant;
- See the complainant by appointment only;
- Restrict contact from the complainant to writing only;
- Return any documents to the complainant or, in extreme cases, advise the complainant that further irrelevant documents will be destroyed; and
- Take any other action that we consider appropriate.

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## Education and Families Unacceptable Actions Policy

Where we consider continued correspondence on a wide range of issues to be excessive, we may tell the complainant that only a certain number of issues will be considered in a given period and we will ask them to limit or focus their requests accordingly.

In exceptional circumstances, we reserve the right to refuse to consider a complaint or future complaints from an individual. We will take into account the impact on the individual and also whether there would be a broader public interest in considering the complaint further.

We will always tell the complainant what action we are taking and why.

Any member of our staff who directly experiences aggressive or abusive behaviour from a complainant has the authority to deal immediately with that behaviour in a manner they consider appropriate and in line with this policy.

With the exception of such immediate decisions taken at the time of an incident, decisions to restrict contact with the school/office are only taken after careful consideration and discussion with the Education and Families Manager for that school. Wherever possible we will give a complainant the opportunity to change their behaviour or action before a decision is taken.

### How we let people know we have made these decisions

When a member of staff makes an immediate decision in response to aggressive, offensive, or abusive behaviour, the complainant is advised at the time of the incident. When a decision has been made by a senior member of staff to restrict future contact, a complainant will always be given the decision in writing as to why that decision has been made. This communication will also include the restricted contact arrangements and, if relevant, the length of time these restrictions will be in place. This ensures the complainant has a record of the decision.

### How to appeal a decision to restrict contact

It is important that procedures are in place to reconsider a decision. A complainant can appeal a decision to restrict contact. We will only consider appeals that relate to the restriction and not to either the complaint made to us or our decision to close the complaint, an appeal could include, for example, a complainant saying that:

- Their actions were wrongly identified as unacceptable
- The restrictions were disproportionate
- This will adversely impact on the individual because of personal circumstances

A senior member of staff who was not involved in the original decision will consider the appeal. They have the discretion to quash or vary the restriction as they consider appropriate. They will make their decision on the evidence available to them and advise the complainant in writing of the outcome, e.g. the restricted contact arrangements still apply or a different course of action has been agreed.

We may review the restriction periodically or on further request after a period of time has passed.

### How we record and review a decision to restrict contact

We will record all incidents of unacceptable actions by complainants. Where it is decided to restrict complainant contact, an entry noting this is made in the relevant file and on appropriate records. Reports on restrictions will be presented to our Senior Management Team to ensure the policy is being applied correctly. A decision to restrict complainant contact as described above may be reconsidered either on request or on review.

### How we take account of our duties under the Equality Act (2010)

Some people may have difficulty expressing themselves or communicating clearly and/or appropriately. We will always consider the needs and circumstances that we have been made aware of, before deciding how best to manage the situation. This will include making reasonable adjustments. However, this does not mean we will tolerate abusive language, shouting, aggression or other unacceptable behaviour or actions.

If an individual with a protected characteristic becomes the subject of a restriction under this policy, we will consider whether the restriction may affect them more than someone without that characteristic. If this is the case, we may make different arrangements so they can still access the service.

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