

Ravenswood Primary School

Handbook

Session 2025-26



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SECTION 1 - INTRODUCTION

WELCOME TO RAVENSWOOD PRIMARY SCHOOL



LETTER FROM HEAD TEACHER



RAVENSWOOD PRIMARY SCHOOL

‘TEAMWORK MAKES THE DREAM WORK’

Dear Parents/Carers

Welcome to Ravenswood Primary School. I am delighted to welcome you all to the new school year, we are hoping for a year with lots of fun and much to look forward to as structural work is planned to end in our school! Currently we are operating from St Mary's Primary School whilst significant roof work is completed in our building.

The school continues to work towards our aim to provide the best opportunity for pupils to learn, progress and develop in a nurturing, stimulating and safe environment. Staff and children work together to support and value each individual, recognising pupil talents, skills and achievements.

Our school has developed a Poverty Proofing document to help families in need. We want to support you in any way that we can. Further information is available directly from the school or from North Lanarkshire Council's website www.northlan.gov.uk

At Ravenswood Primary, we have a very welcome and positive ethos within our school. We encourage our parents and carers to get involved with their child's learning journey. We are keen to communicate effectively with parents and carers and we are always looking for ways to involve parents and carers in the life and work of the school.

We have a very supportive Parent Council who have worked hard on a variety of events over the course of the year and all money raised is used to purchase equipment, support outings and improve the playground activities within the school environment.

I hope that you find this Handbook useful in providing information about our school. If you have any queries, please do not hesitate to contact us.

I look forward to working with you and your child/children throughout the coming year.

Rhona Hawthorn Head
Teacher



Ravenswood Primary School SCHOOL AIMS



We will enable all staff to work together effectively to create a positive working and learning environment by:

- Providing strong, supportive leadership/management
- Building a strong School team where all staff are valued and effective communication strategies are in place
- Ensuring School policies are clear and consistently applied
- Providing staff development for all
- Responding to educational change through the use of a consultative School Improvement Planning process

We will enable all children to be successful learners by...

- Ensuring they are challenged to achieve their full potential
- Providing a safe and caring learning environment
- Providing a broadly balanced, clear and progressive curriculum, incorporating an inter-disciplinary approach
- Delivering well-planned and resourced lessons considering a variety of teaching and learning styles
- Providing a 'can do' problem-solving ethos to encourage the transfer of skills and knowledge
- Using a variety of assessment techniques to meet the needs of individuals

We will enable all children to be confident individuals by...

- Building their self-esteem and self-respect by encouraging them to develop emotionally, physically, mentally and morally to their full potential
- Encouraging them to take pride in themselves and our School
- Developing an appreciation of people and property through controlled and responsible behaviour
- Promoting healthy eating and an active lifestyle

We will enable all children to be responsible citizen by...

- Fostering an environment of mutual respect
- Enabling them to make informed choices and decisions
- Developing knowledge and understanding of Scotland's place in the world
- Encouraging environmental awareness
- Ensuring they think through the rights and wrongs of situations
- Providing experiences of different beliefs and cultures to promote tolerance and respect

We will enable all children to be effective contributors by...

- Providing experiences which prepare them for a modern technological society and by encouraging enterprising attitude
- Utilising a wide range of resources which encourage problem-solving and thinking skills
- Providing opportunities for cooperative working through which they will develop their self-esteem, resilience and an appreciation of others
- Providing them with opportunities to use their initiative and develop leadership skills

We aim to involve Parents/Carers, the local community, commerce and industry for the benefit of the individual pupil by:

- Establishing effective communication systems
- Respecting, listening and incorporating the views of Parents/Carers, partner agencies and industry and encourage their involvement in the life of the school
- Working in partnership with parents to promote life-long learning
- Supporting parental organisations
- Promoting healthy lifestyle choices and awareness of environmental issues

VISION AND VALUES

At Ravenswood Primary School, in partnership with Parents/Carers, learners and partner agencies, we aspire to get it right for every child through our caring approach and high quality learning and teaching. At Ravenswood, we all believe that 'Team work makes the DREAM work!'

Our School is a community where children's rights are taught, learned, practiced, respected, protected and promoted.

We create an ethos, which ensures a positive, respectful and stimulating environment that nurtures every child towards reaching their full potential and enabling them to have the skills and confidence to make a positive contribution to the world in which we live. We remember this by the 3 L's – Live, Learn and Love!

The Ravenswood DREAM underpins the vision and values of our school and is expected by everyone in our school. The DREAM has been written by the pupils and staff together.

COMMUNITY LINKS

Ravenswood Primary enjoys a high profile within the local community. We have been involved in the establishment of Ravenswood Marsh and work with those who manage the site to keep it pristine and a pleasant place to walk. We are an Eco School and have committed ourselves to keeping our School and local community tidy and litter free.

Each class in the School takes responsibility for supporting a mix of local, national and international charities during their year including Jeans for Genes, MacMillan Coffee Morning, Wear It Pink, Children in Need, Comic Relief and Go Yellow Day for Strathcarron Hospice. We are mindful of our Poverty Proofing policy ensuring our support is as much about information sharing and raising awareness as well as fundraising.

CACE is a local charity who are dear to our heart. They have worked with our pupils developing Pen Pals to the elderly in our local community. They have also sourced some fantastic 'Nifty Knitters!' creating gorgeous ravens for our transitioning pupils from Nursery to Primary School.

Our school are keen to support our community as best as we can. If you have any charity suggestions that you feel would be a good link for our school, we would love to know more.

SECTION 2 - GETTING STARTED

SCHOOL INFORMATION

Ravenswood Primary is a non-denominational co-educational establishment situated in Cumbernauld. We provide education for children in stages Primary 1 to Primary 7. The school operates on a working capacity of 317. The school was built in 1976, and is semi-open plan in design in an attractive woodland setting. Our current School Roll is 219. Currently, we have 8 classes operating from St Mary's Primary School, 1 of which are composite classes. Class formations are a whole school approach. Children contribute initially indicating 5 trusted friends, teaching and support staff discuss friendships and learning groups and the management team allocate teachers. Teamwork makes the dream work! Ravenswood Primary are proud to be a Health Promoting School, Enterprising and Digital School Award winners and a UNICEF Level One Rights Respecting School.

At Ravenswood Primary we have an open-door policy, we are at our happiest when our school is full of families and friends. Our school is bustling with services, class assemblies, open afternoons, shows and Progress Conferences. It is great to welcome everyone.

We are keen to communicate effectively with parents and carers, and we are always looking for ways to involve parents and carers in the life and work of school. Here are some of the ways we communicate with our Parents/Carers:

- Meet the Teacher
- A regular Newsletter is issued to all Parents/Carers to keep you up to date with everything that is happening in the school. As the school is now working as a paperless office, the Newsletter will be posted to the school website and emailed to parents/carers.
- Pupil Reports will be issued to update Parent/Carers on their child's progress.
- Progress Conferences with parents/carers, pupils and teachers
- Our school website page is updated weekly with important information and photos and daily activities of your child's class.
- Groupcall texting direct to your mobile/email is also used to communicate information to Parents/Carers regarding any school attendance issues.
- Our school website contains lots of information for Parents/Carers. The address is listed below.

Our school is well supported by a super Parent Council. All support is greatly appreciated the team is always looking for new members and volunteers. PCA email - ravenswoodpca@gmail.com

School Contact Details

Ravenswood Primary School
Tiree Road
Cumbernauld
G67 1NR

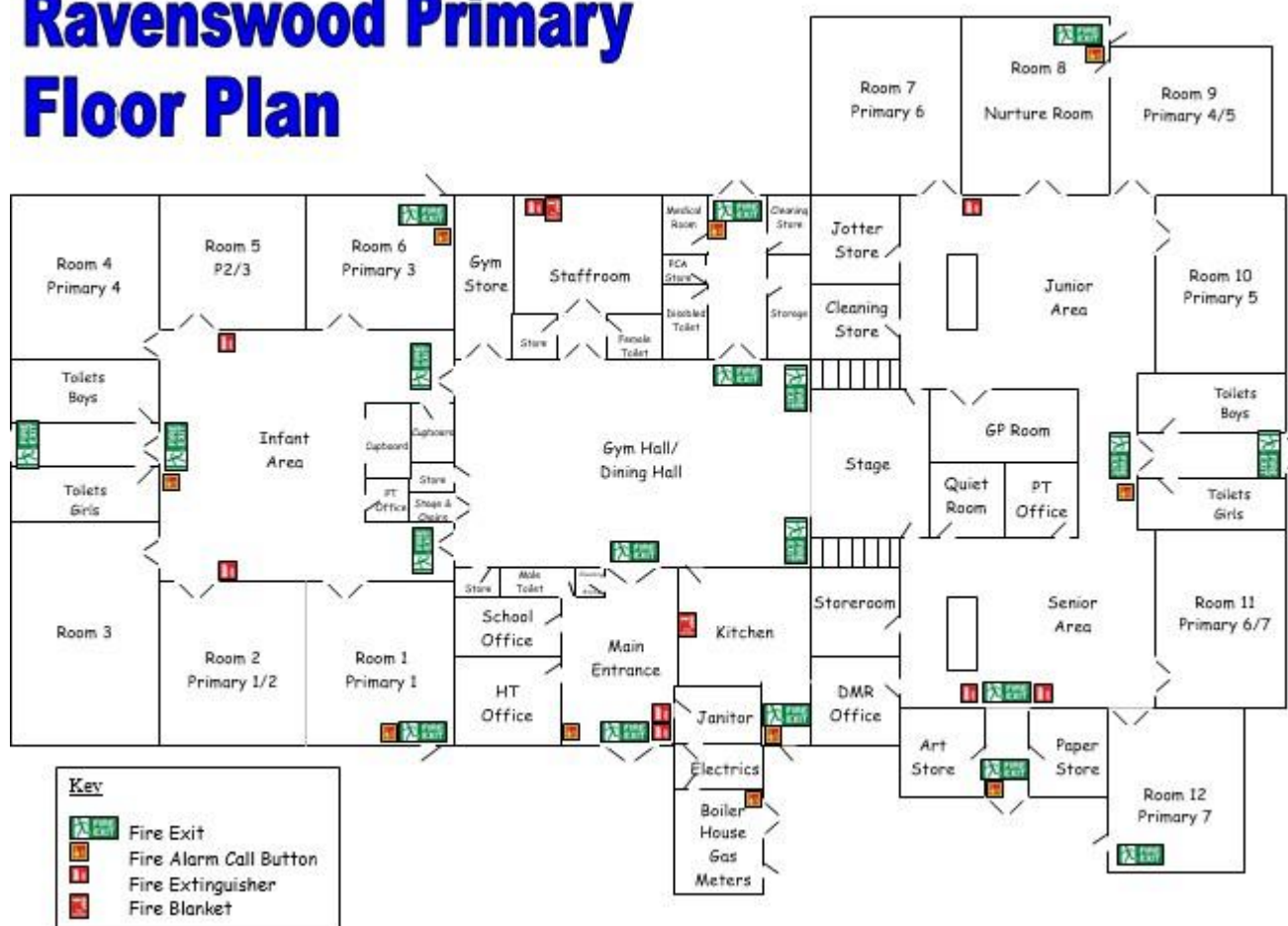
Tel: 01236 632100
E-mail: enquiries-at-ravenswood@northlan.org.uk
Blog: <https://blogs.glowscotland.org.uk/nl/ravenswoodps/> Twitter: @RavenswoodPS

Associated Secondary Schools

Greenfaulds High School
Auchenkilns Road
Cumbernauld
G67 4AQ
01236 794876

Cumbernauld Academy
South Carbrain Ring Road
Cumbernauld
G67 2UF
01236 794864

Ravenswood Primary Floor Plan



Community Facilities

In line with the Scottish Government and North Lanarkshire Council guidance, all Community facilities normally available in our School are unavailable at present. When restrictions have been lifted, the community facilities available in Ravenswood Primary are classrooms, project areas, gym hall, general purpose room, changing rooms, showers, playground and football pitch. When restrictions are lifted, applications for School lets should be made to:

Jillian Ferrie, Localities Manager
Culture NL Ltd
Community Facilities Section
Coatbridge Community Centre 9
Old Monkland Road Coatbridge
ML5 5LA
01236
632778

SCHOOL STAFF

Senior Management Team

Head Teacher	Mrs Rhona Hawthorn
Principal Teacher	Miss Jacklyn Purdon
Principal Teacher	Mrs Ashleigh Whitton

Class Teachers

Primary 1	Miss Chloe Flannigan
Primary 1/2	Mrs Laura Simpson and Mrs Debra MacCuaig
Primary 2	Mrs Kelly Merrison
Primary 3	Miss Mariam Nadeem and Miss Heather Phillips
Primary 4	Mrs Shelley Weir and Miss Heather Phillips
Primary 5	Mrs Lorna Fairfield and Mr Gary Hornsby
Primary 6	Mr Fraser Anderson
Primary 7	Miss Danielle Goodbrand

Forest School Leader	Miss Ann Bowman
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Teaching Staff:	11.33 fte
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Support Staff

Mrs Yvonne Lewandowski Mrs
Mrs Paula McCallum

Senior Clerical Assistant

Mrs Karen Reid

Clerical Assistant

Miss Natalie Rose

Janitor

Mr Robert Burnett

SCHOOL HOURS

Our normal School Hours are as follows:

School starts	9.00 am
Break	10.30am – 10.45am
Lunchtime	12 noon – 12.45 pm
Finish	3.00 pm

All P1 pupils will be required to attend full time from first day of school session in August.

Food and Drink

Children should bring a filled water bottle to school each day. School water fountains are back in order and can be used to refill throughout the day.

Children should bring a small snack for their morning break. For lunch they should bring a packed lunch or order a meal from the school dinner hall.

Pupils in Primary 1 – Primary 5 do not pay for school lunch

Breakfast Club

Breakfast Club Supervisor Mrs Yvonne Lewandowski Prices:

£1 per day - 80p for second child - 50p for third child Pupils in

Primary 1 – Primary 5 do not pay for Breakfast Club

Our Breakfast Club starts at 8.15am every morning. Parents are asked not to drop their children off before this time to ensure that there is proper staff supervision. Children who wish to attend the Breakfast Club should be dropped off at the school entrance.

After School Care

There are several After School Care providers in our local area. You can find our more information from our School Office or by contacting those providers directly.



THE SCHOOL YEAR

SCHOOL TERM DATES 2025/2026

AUGUST

- TUESDAY 12 AUGUST 2025 (RETURN DATE FOR TEACHERS & IN-SERVICE DAY)
- WEDNESDAY 13 AUGUST 2025 (IN-SERVICE DAY)
- THURSDAY 14 AUGUST 2025 (RETURN DATE FOR PUPILS)

SEPTEMBER

- FRIDAY 26 SEPTEMBER AND MONDAY 29 SEPTEMBER 2025 (SEPTEMBER WEEKEND HOLIDAY)

OCTOBER

- MONDAY 13 TO FRIDAY 17 OCTOBER 2025 INCLUSIVE (OCTOBER WEEK)

NOVEMBER

- MONDAY 17 NOVEMBER 2025 (IN-SERVICE DAY)

DECEMBER - CHRISTMAS AND NEW YEAR

- SCHOOLS CLOSE AT 2:30PM ON THURSDAY 18 DECEMBER 2025
- FRIDAY 19 DECEMBER 2025 - FRIDAY 2 JANUARY 2026 INCLUSIVE (CHRISTMAS HOLIDAYS)

JANUARY

- SCHOOLS RETURN ON MONDAY 5 JANUARY 2026

FEBRUARY MIDTERM BREAK

- MONDAY 16 FEBRUARY 2026
- TUESDAY 17 FEBRUARY 2026
- WEDNESDAY 18 FEBRUARY 2026 (IN-SERVICE DAY)

APRIL - SPRING HOLIDAY (EASTER)

- SCHOOLS CLOSE AT 2:30PM ON THURSDAY 2 APRIL 2026
- FRIDAY 3 APRIL - FRIDAY 17 APRIL 2026 INCLUSIVE (SPRING BREAK)
- SCHOOLS RETURN ON MONDAY 20 APRIL 2026

MAY

- MONDAY 4 MAY 2026 (MAY HOLIDAY)
- THURSDAY 7 MAY 2026 (IN-SERVICE DAY TO COINCIDE WITH SCOTTISH PARLIAMENTARY ELECTION, BUT MAY BE SUBJECT TO CHANGE)
- FRIDAY 22 MAY 2026 AND MONDAY 25 MAY 2026 (MAY WEEKEND)

JUNE - SUMMER HOLIDAYS

Transfer/Enrolment

It is common for children to transfer to different schools for various reasons. Our school staff are skilled at supporting families through this process. If you wish to transfer to Ravenswood Primary, please contact the school office so the school can discuss the paperwork required. You will be invited to visit the school and, where possible, a transition period including visits to the school and meeting with the class teacher can be arranged. If you are looking to transfer elsewhere, staff will ensure all information will be passed in a timely fashion to the receiving school. Clear communication between school and families about the transition process will help to make it as seamless as possible.

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

Registration and Enrolment

In January each year, North Lanarkshire Council place an advertisement in national newspapers publicising the dates for Primary 1 enrolment. In addition, notices are posted locally by the School in Nursery Schools and shops. Parents are invited to come to the school at the times advertised, bringing with them a copy of the child's birth certificate and the names and contact details of emergency contacts and the family doctor.

Prefects are on hand to offer a tour to anyone interested in seeing the school on this day. Parents who wish to make a placing request should register their child at the local School and indicate their intentions when they enrol.

Transition Programme for New P1's

Having a child starting Primary 1 is an exciting time for a family. At Ravenswood Primary we have a robust transition programme designed to support both children and parents to enjoy this experience together.

Following enrolments in January we will identify the Teacher who will be receiving the new P1 pupils. In January our P5 pupils are invited to apply for a position as a 'buddy' for a new P1 pupil. They are interviewed and the successful applicants receive training on how to carry out their role to the best of their ability. Once trained each P5 pupil is paired with a nursery pupil.

In February our Principal Teacher (P1-3) will begin to visit the nursery children who will be joining us in August. The teacher will have the chance to talk with nursery staff and work with each child in their nursery environment.

In May our current P1 pupils invite the new P1's and their Parents/Carers to visit them and will tell them all about life in P1. This provides all learners an opportunity to work with our current P1's and get to know the staff and School who will be supporting them. Parents will have the opportunity to meet with the Head Teacher, the Principal Teacher and the Class Teacher and will receive all the necessary information needed for August start. All P1 pupils will be required to attend full time from first day of School session in August.

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

TRANSITION PROGRAMME FOR P7'S TO SECONDARY

An extensive transition programme is in place for P7 pupils transferring to Greenfaulds High School. All 6 cluster primaries are involved in the programme of events. The focus of the transition project varies from year to year to ensure it is relevant, interesting and engaging. In addition to visiting the High School we have many visits to the P7 classroom from GHS staff. Parents and carers are supported through the transition process with a Parents Information Evening at Ravenswood and a GHS Open Evening where parents and carers can experience 'a day in the life' with their child.

Transfer from Primary to Secondary School

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 schools most pupils transfer to are:

Greenfaulds High School
Auchenkilns Road
Cumbernauld
G67 4AQ
01236 794876

Cumbernauld Academy
South Ring Road
Kildrum
Cumbernauld
G67 2UF
01236 794864

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.

EQUAL OPPORTUNITIES

Scotland is a multi-cultural society. The Race Relations Act 2000 aims to make equality integral to all public services, including education. The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued. In Ravenswood Primary we aim to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good race relations

Education Services has a Services Equality Policy. We endorse and implement this policy and promote race equality and cultural diversity. The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued. The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at

[Technical guidance for schools in Scotland | EHRC](#)

Implementation of the Education, Youth and Communities 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.

CURRICULUM

CURRICULUM FOR EXCELLENCE

What is Curriculum for Excellence?

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, Schools, colleges and community learning. It places children and young people at the heart of Scottish Education. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be:

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

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners. Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

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

What are the Curriculum for Excellence levels?

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

- Early level pre-School to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

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

Curriculum Areas and Subjects

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

The 8 curricular areas are:

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

The Senior Phase

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

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

- designing the senior phase as a three-year experience rather than planning each year separately

- delivering qualifications over different timescales in response to young people's needs and prior achievements
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

Personal Support/Career Planning

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

Assessment and Reporting

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

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

PROCEDURES FOR REPORTING TO PARENTS.

In session 2023-24 our community collaborated to refresh our reporting system. Together we agreed a reporting format that provided the information parents/carers want to know as well as supports that can be offered from the school. Team work makes the dream work!

September	-	Pupil/Parent/Carer and Teacher Progress Conferences
November	-	Interim Reports
January	-	Pupil/Parent/Carer and Teacher Progress Conferences
	-	Interim Reports
May	-	Final Report
May/June	-	Pupil/Parent/Carer and Teacher Progress Conferences

Curriculum for Excellence at Ravenswood Primary

At Ravenswood Primary we are developing the principles of a Curriculum for Excellence in a variety of ways.

1. Active learning, cooperative learning, outdoor learning and interdisciplinary teaching approaches, such as Storyline, allow us to set the learning within a meaningful context for our pupils and to provide them with opportunities to think through tasks and solve problems using skills that they identify and make effective use of. This encourages the transfer of skills from one curricular area to another.
2. Assessment for learning techniques provides opportunities for our pupils to be involved in the planning of topics and influence the direction that the learning and teaching takes. Pupils can work with their teacher to identify what they already know, what they'd like to find out more about and how they intend to demonstrate what they've learned.
3. Whole School ventures such as Eco Schools provide unlimited possibilities to develop skills in the core areas of literacy, numeracy and health and well-being, whilst encouraging our pupils to be responsible citizens and effective contributors.
4. Parental involvement in learning is key to our success at Ravenswood Primary. Our Progress Conferences take the place of the traditional Parents Night and involve the parent, child and teacher in a discussion about their strengths within the four capacities of successful learners, confident individual, effective contributor and responsible citizen. Targets are agreed during the discussion and reviewed in February at the second conference. A written report is issued for each learner towards the end of the summer term. A wide range of open afternoons, parent workshops and School performances are also open to our parents and carers, and we would encourage you to take part.
5. Sexual health and relationship education and drug and alcohol awareness is taught during our health fortnight in the summer term. Parents and carers are advised of the content of these lessons in advance and invited to come in and view the resources their children will be using. All resources can be found - <https://rshp.scot/>

Importantly, literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy. Learners are supported through active and varied learning experiences both in and out of the classroom to investigate, research, develop their thinking, learn new skills and apply what these skills, knowledge and attributes to new situations.

Information on how this is achieved at Ravenswood Primary can be found in our Learning and Teaching Policy. This can be found on our school blog.

Learning is divided into two phases.

The Broad General Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The levels are as follows:-

LEVEL	STAGE
Early	the pre-School years and P1 or later for some
First	to the end of P4, but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some
Senior Phase	S4 – S6 and college or other means of study

Learning through 4 capacities:

1. Successful Learner
2. Confident Individual
3. Responsible Citizen
4. Effective Contributor

How will my child's learning be assessed?

In Ravenswood Primary we use a variety of approaches to track and assess pupil progress and plan their future learning. The Benchmarks are assessment criteria used to assess all learners in all aspects of the curriculum for every level. All staff engage in professional dialogue multiple times a year with the SMT through Impact Meetings and Attainment Tracking discussions providing a clear understanding of all pupils' learning needs.

Golden Books include pupil discussions with a member of the SMT. This provides a unique opportunity to engage in fruitful discussions about the learning and teaching in each class.

The Class Teacher will report on your child's progress at various points in the year. These normally take the form of Progress Report Evenings. Alternatively, a telephone conference will be arranged by your child's Class Teacher. Progress Conferences are held in September, January and May. You will be given the opportunity to discuss pupil progress in curriculum areas, achievements and future learning for your child.

Also, children and parents/carers have 2 interim reports and end of year written report is provided in June respectively. A final parent/carers conference in June is an ideal opportunity for discussions about the year as well as the year ahead. This will enable us to secure the best transition possible for your child.

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing. Each year the school will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

Expressive Arts

The expressive arts include experiences and outcomes in art and design, drama, dance and music.

Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society.

Through their experience of the expressive arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities.

Learning through the expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values and ideas
- for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Languages and Literacy

Languages

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

Through the learning of a new language, pupils:

- gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages
- enhance their understanding and enjoyment of their own and other cultures and gain insights into other ways of thinking and other views of the world
- develop skills that they can use and enjoy in work and leisure throughout life.

The study of language plays an important role in all language learning and the development of literacy skills. Pupils develop and extend literacy skills when they have opportunities to:

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

Literacy

The development of literacy skills plays an important role in all learning. Pupils develop and extend literacy skills when they have opportunities to:

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

In developing English language skills pupils:

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

Health and Well Being

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and contributions from home economics. It also includes approaches and activities such as physical activity and nutrition, planned by pre-School settings, Schools or colleges to promote the health and wellbeing of their learners and the wider community.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning.

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

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

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

Mathematics and Numeracy

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum. Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies.

Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics.

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

Learning through mathematics enables children and young people to:

- develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

Religious and Moral Education

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry.

Scotland is now a nation which reflects a wide range of beliefs, values and traditions. Religious and moral education enables children and young people to explore the world's major religions and approaches to living which are independent of religious belief, and be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral judgement.

The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children and young people.

Learning through religious and moral education enables children and young people to:

- develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity
investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Sciences

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts.

The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people. Young children have a natural sense of wonder and curiosity and are active and eager learners endeavoring to make sense of the world.

They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with.

Young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables children and young people to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- establish the foundation where appropriate, for more advanced learning and future careers in the sciences and technologies.

Social Studies

Social studies includes experiences and outcomes in historical and geographical, social, political, economic and business contexts. It is important for children and young people to understand the place where they live and the heritage of their family and community.

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Learning through social studies enables children and young people to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information
form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

Technologies

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities.

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

Our Learning and Teaching Policy can be found further down this Handbook and is also available on our School blog: <https://blogs.glowscotland.org.uk/nl/ravenswoodps/>

Updates and further information on School initiatives and developments are always available via the School website, newsletters or Twitter.

ADDITIONAL SUPPORT NEEDS

Ravenswood 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.

Through a process of staged intervention and, where appropriate, in conjunction with other relevant agencies, the School will work to support these pupils and their families within the framework of the new legislation and in line with the Code of Practice.

Level 1 – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom or playroom setting.

Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within the School or early years establishment.

Level 3 – External support from within learning & leisure services, where it is identified that the child or young person requires support or planning from beyond the School or early years setting but within educational services.

Level 4 – External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from multiagency services and these support needs will last for more than one year.

We are able to submit a Request for Assistance to a range of support bases to ask for short term targeted support for individuals or groups who are in need of additional support e.g. Active Literacy Team, Inclusion Support Team, SAM Group (ICT Support). In addition to this support there are a number of partner agencies that we work closely with to support pupils with additional support needs. These include the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, School Nurse and Bilingual Support Teacher.

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.

Education authorities have a statutory duty to make provision for children and young people with additional needs. Parents are actively encouraged to be involved in making decisions about the approaches taken to meet their child's additional needs.

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

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

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents/carers will receive letters from the Education Authority throughout the CSP process.

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

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

Contacts in Relation to Support for Learning

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

Greenfaulds High Gavin Ross

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

LEARNING AND TEACHING POLICY

Introduction

'Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum for ages 3-18, firmly focused on the needs of the child and designed to enable them to develop the four capacities.'

Building the Curriculum 3: a framework for learning and teaching, P3

At Ravenswood Primary we have been developing our approaches to learning and teaching to ensure we are providing our learners with the highest quality learning experiences which support them to learn and develop skills that they can apply across all areas of the curriculum.

Ravenswood Primary is a Rights Respecting School which means that the rights of the child are at the heart of our School:

Education should help you to use and develop your talents and abilities. It should help you to learn and live peacefully, protect the environment and respect other people.

Article 29 of the UNCRC.

To ensure that our policy reflects the views of our School community we have undertaken a consultation period and gathered views from learners, Parents/Carers and all staff.

Underpinning Principles

Curriculum for Excellence identifies four contexts for learning:

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

The approaches to learning and teaching that we use are key to supporting the effective delivery of the four contexts for learning. Learners will engage with the United Nations Convention on the Rights of the Child through the four contexts for learning. Collectively, the approaches in the policy will ensure that our learners are receiving a School experience that is engaging and active, sets challenging goals, involves them in the planning, carrying out and assessment of the learning and takes account of the ways different learners progress.

Aim

The overall aim of this policy is to set out the approaches to learning and teaching we employ at Ravenswood Primary to support our learners to develop the four capacities. Our learners will demonstrate this by becoming more independent and successful in their learning, by having greater knowledge and more secure understanding, and by being able to use the knowledge that they have more effectively.

Active Learning

At Ravenswood active learning engages and challenges our children and young people's thinking using real life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play
- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

All areas of the curriculum, at all stages, are enriched and developed through an active approach. Children learn by doing, thinking, exploring, through quality interaction, intervention and relationships, founded on children's interests and abilities across a variety of contexts. All of these combine to build the four capacities for each child.

Active learning promotes the following skills:

- Ability to solve problems and evaluate a variety of issues.
- Formulating and asking pertinent questions.
- Involvement in discussions.
- Actively listening, thinking and reflecting.
- Leading your own learning.
- Independent learning and can reflect on their own learning.
- Draw own conclusions.
- Perseverance with learning using a variety of skills as they progress.

When these skills are being developed, children can explain their learning. They learn to investigate and explore independently or as part of a group.

Cooperative Learning

Co-operative learning is an approach to organise classroom activity so that our pupils can interact and learn from each other as they strive to accomplish a shared goal. Our learners will benefit from the experience of practicing and implementing the 5 key skills developed through this approach to learning and teaching. These are:

- Positive Interdependence – our learners will complete a task by establishing mutual goals, assigning roles and establishing worthy rewards.
- Face-to-Face Interaction – all children will partake in positive discussions surrounding the given tasks and completing the assignment.
- Individual Accountability – everyone will understand, know and learn all required information so they can contribute to the project.
- Interpersonal and Group Skills – in order to effectively learn all pupils will be encouraged to communicate clearly, actively listen and respect the role of the leader.
- Group Processing – all groups will be given time to reflect upon the process that has taken place to ascertain the positives and challenges from their activity and therefore impact on future learning experiences.

Embracing the ethos of CfE, cooperative learning allows our learners the opportunity to reap from the success of an achievement. Results from Brady & Tsay's (2010) study support cooperative learning as an active methodology that fosters higher academic achievement for all pupils in all four contexts for learning.

Cooperative learning has social benefits as well as academic. Such benefits contribute to the overall satisfaction of learning and Schooling. Our learners will continue to benefit from interaction with their peers.

Interdisciplinary Learning

Interdisciplinary learning is a planned approach to learning which uses links across different subjects or disciplines to enhance learning. These may be individual one-off projects or longer courses of study, planned around clear purposes, based upon experiences and outcomes drawn from the curricular areas or subjects within them. The emphasis is on the process of learning and exploration of the interaction between subjects, not just the context.

At Ravenswood, our interdisciplinary learning is provided through:

- Storyline approach
- Focus Weeks
- Class Topics

Learners work individually or collaboratively to develop confidence promote critical thinking, compare and contrast what is learned in different subjects, and to identify and transfer the skills needed to investigate a particular issue or problem. Skills for learning, life and work are developed.

Interdisciplinary learning brings learning to life. It is usually linked and/or directly related to real-life experiences, which makes it a relevant and necessary part of our curriculum. It impacts our children by allowing them to become enthusiastic, motivated and involved in their own learning. It allows more in-depth exploration of topics, issues and problems within and across subject disciplines and effectively allows our children to further their development of the four capacities.

Outdoor Learning

Outdoor Learning is a broad term that includes: outdoor play, School grounds projects, environmental education, recreational and adventure activities, personal and social development. It provides a dramatic contrast to the indoor classroom. Direct experience outdoors is more motivating and has more impact and credibility. We value the importance of using the natural environment for the stimulation of learning and the promotion of health and well being.

Outdoor active learning readily develops the learning skills of:

- Enquiry
- Experiment
- Feedback
- Reflection
- Review
- Communication
- Problem solving
- Enterprising attitude
- Cooperative learning
- Managing risk
- Coping with change

It develops knowledge and skills in ways that add value to learners' everyday experiences in the classroom and has a positive impact on long term memory. Outdoor learning fosters the development of specific academic skills, as well as improved engagement, achievement and stronger motivation to learn. It promotes positive behaviour and improved physical self-image and fitness. In addition it impacts positively on pupils' interpersonal and social skills. Outdoor learning renews learners' pride in their environment and engages greater community involvement, fostering a greater sense of belonging and responsibility.

Global Citizenship

Global Citizenship enables learners to develop the knowledge, skills and values needed for securing a just and sustainable world in which all may fulfill their potential (Oxfam).

At Ravenswood Primary, learners are taught to respect their own rights and the rights of others locally, nationally and globally. Global Citizenship is developed through the following contexts:

- Rights Respecting School Award
- Whole School and Department Assemblies

- House Group activities
- Integrating values and attitudes into existing topic areas
- Health Promoting School Ethos
- Eco Schools Ethos
- Charity fundraising
- Fair-Trade Committee
- Active and engaging lessons

Effective Planning

Effective planning lies at the heart of providing a high quality learning environment. All teaching staff will plan using the principles for curriculum design to ensure that we promote children's development and learning across a broad range of contexts. This helps to develop thinking and learning and support our learners to grow and mature as independent and cooperative learners who contribute actively across a range of learning and social situations.

The Principles of Curriculum Design are:

- Challenge and enjoyment - Making effective use of the experiences and outcomes will ensure opportunities for active, challenging and enjoyable learning are maximized. Planning will respond to the needs of the individual learner.
- Breadth - Planning will provide all learners with the time to internalize new learning and apply it in a range of situations.
- Progression - Effective assessment of learning and teaching within the classroom and monitoring and tracking by the senior management team will support teaching staff to plan for progression within and across the levels.
- Depth - Planning will take account of the need to discuss learning, explain it to others, apply what has been learned in different contexts to add depth to learning.
- Personalisation and choice - Knowing our learners allows us to take account of their prior learning experiences and interests. Learners will influence and be actively involved in the planning, organising and assessment of learning opportunities where appropriate.
- Coherence - Learners will be supported to see links between different aspects of learning within and across subjects and curriculum areas and in interdisciplinary studies.
- Relevance - In planning the curriculum we will select content which connects with the child's experience, learning and interests. They will be encouraged to make connections with experiences in their family, local community, the world of work, their experiences of travel or their interests in sport or media.

Enhancing Learning Opportunities

To increase engagement and motivation and provide relevant contexts and motivational, active experiences we will make effective use of:

- Personal Learning Planning through our Progress Conferences gives learners, Parents/Carers and teachers the chance to discuss current skills and abilities, identify next steps for learners and agree targets that everyone can support the individual child to work towards both in School and at home.
- ICT Interactive Smartboard
- Macbooks and a wide range of software packages
- I-pads and a wide range of Apps
- Digital camcorders and cameras
 - School trips to venues that support, deepen and contextualise the ongoing work of the class.
 - Visiting specialists who can bring deeper levels of understanding to the learning experiences provided.
 - Focus weeks to support the application and transfer of skills across curricular areas.
 - Involvement in a range of National and International initiatives including
- Rights Respecting Schools Award
- Eco Schools
- Fairtrade
- Supporting charities
- Enterprise events

Monitoring

The implementation of this policy will be monitored by the SMT. Monitoring will be undertaken by a variety of means, including:

- Impact meetings with teaching staff to discuss the ongoing work of the class, assess the impact learning experiences have had on learners, ensure next steps are meeting the needs of all learners and track progress across the range of curricular areas.
- Pupil focus groups will provide the SMT with the opportunity to discuss a variety of topics with learners and gauge their views/perceptions, understanding and involvement of and in the learning process.
- Golden Book sessions led by the SMT will support consistency and high standards across all levels in the range of curricular areas.
- Classroom support visits will allow the SMT to work alongside teaching staff during their delivery of a range of learning and teaching experiences. This will support a consistency of approach across the School and allow appropriate supports to be provided where necessary.
- Moderation of standards through staff involvement in Assessment and Moderation Circles and sharing good practice will ensure assessment bundles that are valid and reliable and support teacher judgment.

Consultation

This document will be periodically reviewed and updated. Staff, learners and parents have an active part to play in the evolution, development and maintenance of this policy. As a result all parties will be consulted during a period of review.

Communication

This policy will be communicated to Parents/Carers periodically through School Newsletters, the distribution of leaflets and provision of parent workshops to ensure they understand the School's approaches to learning and teaching. All staff have contributed to the writing of this policy and will have a copy for their own use in their record of work. Aspects of the policy will be shared with learners through the Pupil Council.

Evaluation

It will be the responsibility of the Head Teacher to review the Policy annually using the information gathered from the monitoring procedures and consultation exercise. Formal evaluation will be undertaken within the annual School Improvement Planning process using the performance indicators 'How Good is Our School'. Staff, pupils and parents participate in this evaluation process. This will identify strengths and areas for further development.

School Improvement Plan

We are currently proposing that the School Improvement Plan for Session 2025-26 will focus on the following key themes:

- Learning, Teaching and Assessment
- Raising Attainment and Achievement – school's success in achieving the best outcomes for all learners

Recent improvement priorities have seen us working with our cluster colleagues to moderate learning and teaching using the assessment Benchmarks. This is an ongoing priority that is being used to support robust transition for all our children within all primary stages and their transition to secondary education.

Our school has celebrated many great achievements in recent years including two school Enterprising Schools awards and recognition for our digital learning earning the Digital School Scotland award. You can see more of this on our school website.

We involve staff, parents and carers and children in working parties developing progression frameworks for curricular areas. This programme ensures high quality teaching and learning, effective resourcing and planning where learners' experiences provide a clear progression. Parents/carers have also been instrumental developing the an agreed reporting progress annual format.

We will continue to develop our skills in assessing learner progress within the experiences and outcomes of Curriculum for Excellence and will develop our own procedures with regard to self-evaluation and School improvement.

More information will be shared about the school progress throughout the year on the school website and newsletters.

School Improvement Report

The focus of the School Improvement Report will be to:

- meet the needs of all pupils by providing appropriate tasks and activities

- continue to increase challenge in programmes of study
- maintain/improve recent gains in raising attainment
- rigorously self evaluate all areas of the school to ensure positive impacts on learning and teaching
- listen, value and respond to the views of all stakeholders

Details of information regarding the school's performance at local and national level can be obtained by visiting North Lanarkshire Council website : www.northlan.gov.uk

More school information can be found on our website: <https://blogs.glowscotland.org.uk/nl/ravenswoodps/>

Homework

Home learning will be accessed through Teams. Here Class Teachers will post the current learning for the class. This will cover a variety of subject areas. There will be no expectation for homework to be handed in to the class teacher unless specified on the Teams page. The overview is to provide home links for those who can/want to do additional home learning. Reading books will be part of home learning for all children.

The purpose of homework is to:

- provide pupils with practice in all aspects of class work
- enable pupils to become independent learners
- encourage pupils to manage their time
- foster a positive partnership between home and School
- provide parents with an opportunity to share in their child's learning

SCHOOL ETHOS

At Ravenswood Primary we strive to give our learners an environment where they can achieve across all areas of their life. We make effective use of our House System to support positive behaviour and attitudes to School.

School and Class Assemblies are back! The use of these allows the Class to connect with the rest of the school as well as other staff and the Senior Management Team. It has been joyous celebrating and sharing learning together again. Our Ravenswood Radiators awards are given weekly for targets set jointly by staff and learners.

As a school community we are working towards achieving a Rights Respecting Schools Award. Many pupil groups have been established to ensure our learners have a voice and can influence the ongoing life and work of the school. These include Junior Road Safety Officers, Eco Warriors, Eco Committee, Fairtrade Committee, Pupil Council, Buddies, Playground Squad, Reading Buddies, Prefects and House Captains.

Parents and carers are involved in their child's learning through Progress Conferences where progress is discussed and targets set for the months ahead. Digital showcasing of topic work and a variety of parent information on our website is available to keep everyone up to date with the progress the school is making on the journey to excellence.

RIGHTS RESPECTING SCHOOLS

The Rights Respecting Schools initiative is based on teaching about rights throughout the curriculum, using the articles from the UN Convention.

The aim of both the Rights Respecting Schools initiative and the school is to help children to achieve their potential and become responsible, global citizens. Through learning about the articles in the UN Convention, children learn respect for self and others, critical thinking skills, and how to make informed decisions about both local and global issues.

Evidence shows that when children are taught in School about their rights under the UN Convention, they are more respecting of the rights of others and demonstrate:

- A better understanding of what it means to have rights and responsibilities.
- More positive attitudes to School.
- Better relationships with their classmates and teachers.
- Higher self-esteem.

Our Rights Respecting Schools journey so far...

- Every class created a charter using the articles from the UN convention to promote respect within the classroom.
- Class charters are displayed within each classroom and used to promote positive behaviour.
- group activities.

ECO

Eco-Schools is the largest sustainable Schools programme in the world and is operated internationally by the Foundation for Environmental Education (FEE). It connects 15 million children, young people and educators through sustainable development education and is the biggest learning network in the world

Eco-Schools is an international initiative designed to encourage whole-School community action on Learning for Sustainability. It is an environmental management tool, a learning resource and a recognised award scheme, which empowers children and young people to take action towards an economically, socially and environmentally just world.

The initiative provides a framework for learning and action, which affords a wealth of opportunities for linking sustainable development education, global citizenship and outdoor learning. Eco-Schools weaves these elements together through the everyday curricular work undertaken by Schools and encourages closer links between Schools and the communities around them.

Our progress so far:

- We have been working hard on our chosen eco topics; energy, sustaining our world and litter for the last two years and we are now ready for assessment for our green flag renewal.
- Our Forest School and Ravenswood Ranger time is the best opportunity for children to access outdoors and connect and learn about nature

DIGITAL SCHOOLS AWARD

In 2023-24, our school community successfully achieved the Digital Schools Scotland award. Each class contributed to the award and many pupils presented the school work to the assessors.

ENTERPRISING SCHOOLS AWARD

In 2023-24, our school worked hard to achieve the North Lanarkshire Enterprising School award. We were delighted to receive this award. Each class successfully created a company, produced a product for sale and made a profit at our school Christmas Fayre. As well as many other opportunities for developing skills for work, the fayre is enjoyable as well as fantastic learning opportunity. In addition to the North Lanarkshire School award we have been granted Scotland's Enterprising Schools Bronze Level award for the outstanding work that has taken place in session 2023-24.

Spiritual, Social, Moral and Cultural Values

Ravenswood Primary is a non-denominational school where we learn about the many celebrations and beliefs around the world. Children are taught about world practices and are encouraged to live the Ravenswood DREAM always showing respect for the diversity across the nations.

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 is noted as an authorised absentee in the register.

EXTRA-CURRICULAR ACTIVITIES

Our school has been well supported by teaching staff, Active Schools Coaches and Sports Leaders from North Lanarkshire Council colleges and schools. Some extra-curricular activities are organised for after school. Sign up for these are shared digitally with a Microsoft Form by parents/carers. Other clubs are during the school day in line with our poverty proofing policy ensuring access for all.

Freedom of Information

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

General Data Protection Regulations (GDPR) Statement for Education What is

this statement?

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

Who are we?

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

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

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

Legal basis for using your information

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

Your personal information

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

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

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

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

How will we use this information?

Your personal information will be used:

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

Who do we share information with?

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

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

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

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

How long do we keep your information for?

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

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

The Information Commissioner
You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).
Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
casework@ico.org.uk

Transferring Educational Data about Pupils Education

authorities and the Scottish Government

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

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

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils.

We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

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

Your GDPR rights

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

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

Further details are available on:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

Any Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to:

The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website,

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

Child Protection

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

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

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

Child Protection Co-ordinator is: Rhona Hawthorn 01236 632100

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: Rhona Hawthorn

PROMOTING POSITIVE BEHAVIOUR

At Ravenswood Primary School we believe in building positive relationships between adults and pupils and encouraging them in skills which will enable them to relate well to each other. We consider it essential that children, staff and parents are aware of the stand the school will take against poor behaviour and the procedures in place for dealing with any incident.

Positive Behaviour is encouraged throughout the school. To ensure the rights of each child are maintained, each Class Teacher will work with their class to produce a Class Charter. Your child will work together with their Teacher and classmates to choose activities they can work towards and this will be added to their Class Charter. The Charter will encourage each child to work the best they can in class and will give them goals to work towards.

The Class Teacher will also ensure that every child is heard and will encourage restorative conversations to help children to learn to work together to solve problems. Every child will be encouraged to take responsibility for their actions.

In fulfilling our commitment to a positive behaviour policy we are guided by the following essential principles:

- Pupils have a right to learn without disruption
- Teachers have a right to teach
- Everybody has a right to safety (physical and psychological)
- Everybody has a right to dignity and respect
- Staff, pupils and parents all have a responsibility to ensure appropriate discipline

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application using certificates, stickers, public display etc. This is done in several ways:

- Negotiated class rules within each classroom guided by Rights Respecting Schools
- Whole School House System
- Weekly Ravenswood Radiator Awards for good work and behaviour/attitude
- On the spot house point awards for good behaviour in the playground and dinner hall
- Opportunities to take on responsible positions within the school e.g. Prefects, Playground Squad, Buddies

We aim to provide a safe and pleasant environment for all the community, where individuals are treated with respect and consideration. An adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Consistency is important for children in matters relating to behaviour. To ensure an effective whole-School approach our School rules - Golden Rules, underpin everything we do. Our approach is based on the widely used Circle Time Model (J Mosley).

With Positive Behaviour, the School encourages each child to:

1. Do pay attention. Do not ignore.
2. Do be polite. Do not be rude.
3. Do be kind. Do not hurt others.
4. Do work hard. Do not waste time.
5. Do be honest. Do not cover up the truth.
6. Do take care of all property. Do not damage anything.

Our Ravenswood Dream is displayed in every room within the school and in the playground to enable constant reinforcement and are a regular feature of School assemblies. The Ravenswood Dream is incorporated into daily teaching and through the PSD curriculum to reinforce the need for good citizenship skills. The importance of good behaviour and citizenship permeates all subject areas within the curriculum and is differentiated to meet the needs of all pupils.

Our Positive Behaviour Policy will ensure:

Staff

- Feel safe, valued and respected
- Set high standards following the Ravenswood Dream
- Listen to you
- Help you to follow the Ravenswood Dream
- Be fair

Pupils

- Follow the Ravenswood Dream
- Maintain a high standard of behaviour
- Respect yourself, others and property
- Take responsibility for your own actions

Parents

All Parents will be encouraged to work in partnership with the school, and other agencies if appropriate, to ensure that this Policy is effective. They are encouraged to:

- Recognise the need for rules for the school to function safely and effectively
- Recognise that all rules must be enforced fairly and consistently
- Support the School in the implementation of the Positive Behaviour Policy
- Work in partnership with the school
- Encourage the children to respect the values and beliefs of others
- Encourage them to respect the role of staff

We have a zero-tolerance approach to bullying at Ravenswood Primary and tackle any issues raised through our positive behaviour policy.

ANTI-BULLYING POLICY

Rationale

Ravenswood Primary School has created this policy in accordance with the Scottish Government policy A National Approach to Anti-Bullying for Children and Young People (2010), the North Lanarkshire Council policy Bullying: It's Never Acceptable (2012) and the United Nations Convention on the Rights of the Child (UNCRC) (1992).

As part of "Getting It Right for Every Child", we deploy our Anti-Bullying strategy to ensure the wellbeing of every child in our care, especially in relation to their safety and inclusion. As a Rights-Respecting School, we aim for all our pupils to understand our Anti-Bullying message in the context of respect for each other's rights under the UNCRC.

This policy should be read in conjunction with the School's Positive Relationships Policy, which lays out the procedures the school employs in order to promote and maintain high standards of behaviour.

This policy will outline a shared definition and understanding of Bullying; the processes for reporting, investigating and recording of bullying behaviour; and the staged intervention approach that the school will follow in its response to allegations of bullying.

Definition of Bullying

Bullying is both behaviour and impact; what someone does and the impact it has on a person's capacity to feel in control of themselves. We call this their sense of 'agency'.

(<http://respectme.org.uk/bullying>) April 2019

Intent is not required in order to confirm an incident as bullying, as in some circumstances a child may not be aware that their behaviour is bullying. The focus is on the impact the behaviour has had, rather than whether the person acted deliberately to cause harm. Bullying does not have to be persistent to have an impact on a child's wellbeing. A single incident can influence mental health, confidence, and self-esteem.

Bullying can affect children in different ways. Ravenswood Primary School will take account of the effect this may be having on an individual child to reduce the impact and restore the child's ability to cope with the feelings they are having.

When it's Not Bullying

Children will inevitably fall out and disagree as they learn how to form and maintain respectful relationships. It is important that children learn how to manage conflict as positively as possible, as this helps them to learn about co-operation and develops their resilience. In such cases, the school can be a source of support for children in repairing relationships. This would be managed by involving children in conversations with a supportive adult. It is important to be mindful that if such behaviour is left unchecked, it can lead to bullying. Disagreements can lead to bullying behaviour where the balance of power in the relationship is unequal, for example an older child to a much younger child, or a group of children falling out with or excluding one child.

Prejudice Based Bullying

Bullying behaviour can be a result of prejudices relating to actual or perceived differences. The Equality Act 2010 makes it illegal to discriminate against people based on characteristics including:

- Age
- Disability
- Gender
- Race
- Religion

- Sexual Orientation or Gender Identity

Our School aims to create an environment where diversity is celebrated. Any behaviour demonstrating discrimination based on any of the above characteristics is deemed unacceptable. This becomes criminal harassment, rather than bullying, and such cases could be referred to our Community Police Officer to determine the best course of action.

In a digital age, bullying behaviour can also take place online. This will normally take place outside of School, where children have access to social media. This behaviour may still be reported at School, and the management team would refer the matter to the children's parents. The school would strongly advise that parents adhere to the minimum age guidelines on social media use. More guidance on this can be found at www.respectme.org.uk.

Ravenswood Primary School will support children, as appropriate, through the Health & Wellbeing Curriculum.

Reporting of Bullying Behaviour

Our School aims to create an environment in which all children feel safe in reporting bullying behaviour and understand how to report what they have seen. Children must also be taught what to report, how, when and to whom.

What?

- A clear definition of bullying is shared with children.

How?

- Children know that they can approach a member of staff, or a trusted adult outside of School, to report bullying.

When?

- An important part of the message for children is that they should not wait to see whether things get better. They are encouraged to report instances of bullying behaviour as soon as possible after it occurs.

Who?

- Children know that they can report bullying to any member of School staff. This will be considered against the definition of bullying and passed to Senior Leadership Team as appropriate.

Investigation of Bullying Allegations

The Senior Leadership Team (SLT) take responsibility for investigating allegations of bullying promptly. This will involve taking testimonies from all children involved or who may have witnessed the incident.

Our School has an investigation template to ensure information is gathered thoroughly and consistently and a record of the incident is created.

If the incident is substantiated as bullying, the school will follow the stages of intervention outlined below.

School Response to Bullying

In Ravenswood Primary, we recognise that all behaviour is communication. Following investigation, Ravenswood Primary School will respond to substantiated incidents of bullying using a staged intervention approach. In all cases, a balance will be struck between supportive actions and consequences as deemed appropriate. At each stage, the school will refer to the rights of all children under the UNCRC.

Stage 1

- Make clear that the type of behaviour being exhibited is totally unacceptable.
- Work with the person displaying bullying behaviour to make them aware of the impact of their actions on others and support them in making positive choices to minimise the risk of recurrence.
- Offer the opportunity for both children to attend a meeting with a member of the SLT, where they can suggest their own solutions to resolve conflict or improve relationships.
- Continue to monitor and support the person being bullied to assess the impact on their emotional wellbeing.
- Inform parents of the incident and any action taken in supporting their own child, seeking to work in partnership to prevent a recurrence of the bullying behaviours.
- Utilise School-based nurturing approaches to support the children where appropriate e.g. engaging children in conversations to help identify any possible motivations or triggers for the behaviour.

Stage 2

For more severe incidents involving physical violence or for incidents that have recurred, despite Stage 1 support strategies being employed.

- Any actions from Stage 1 that may not yet have been taken.
- Regular communication with parents.
- Suggested attendance at lunchtime drop-in nurture group.
- Involvement of other agencies as appropriate, for example Educational Psychology.
- Solution-focused meeting with School staff, pupil, parents and Community Police Officer. □
- Specific targets created to help modify behaviour.

Stage 3

In extreme cases such as physical attacks and ongoing harassment, a young person showing bullying behaviour may be excluded from School. Stage 1 and Stage 2 strategies may still apply upon their return to School to support the pupil and prevent a recurrence.

Recording of bullying

Allegations of bullying are recorded on SEEMIS, (North Lanarkshire Council's online Education Management Information System) in accordance with local authority guidelines. Incidents are to be recorded within three days of the investigation being completed. The SLT will also record actions taken and any opinions expressed by the parents.

Where other agencies are involved, this will mean sharing information about the incident. Information is shared in compliance with General Data Protection Regulations (GDPR).

Involvement of Parents

Parents have a key role to play in supporting their children when they have experienced bullying or have displayed bullying behaviour towards other children. At Ravenswood Primary School we aim to involve parents in our Anti-Bullying strategy. Parents will be informed at the earliest stage of a bullying investigation.

Any meetings between parents and the School Leadership Team are conducted with complete confidentiality and we will never discuss personal information about a child with other parents.
Parents can access information and advice at www.respectme.org.uk.

Complaints or Comments

We welcome feedback from parents. If you are not satisfied with the way in which an allegation of bullying has been dealt with by the school, please raise this in the first instance with the Head Teacher. Your concern will be investigated, and you will be informed of the action (if any) that is to be taken within 28 days; our aim is to pass on information

within 5 working days.

If you are unhappy with action taken by the school you may choose to direct your concern to NLC Education and Families.

RESPECTFUL RELATIONSHIPS AND BEHAVIOUR POLICY

Ravenswood Primary is a Rights Respecting School which means that everyone puts the rights of the child at the heart of our School. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our School has the right:

- To feel safe, healthy and happy
- To be treated with respect, dignity and equality.
- To learn or to teach, or to do their job.

Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 29 of the UNCRC.

A Rights-Respecting School not only teaches children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils. All staff are encouraged to use praise and re-enforcement of whole School and class charters to help pupils achieve their best work and respect the rights of everyone.

Our Respectful Relationships and Behaviour Policy are designed to acknowledge and reward pupils' good work and behavior that respects the rights of everyone. Praise and rewards are both important influences in motivating pupils and building self-esteem.

Whilst emphasising behaviour that respects the rights of everyone, we also lay out sanctions. Children know and understand behaviour that respects the rights of everyone in our School and are encouraged to choose behaviour that will help everyone around them.

The following procedures will enable our Respectful Relationships and Behaviour Policy to be implemented

Whole-School level

- All staff understand the school's core belief in behaviour.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems.
- School assemblies are used to develop children's social, emotional and behavioural skills.
- Positive behaviours in playgrounds and dining hall is noted and celebrated.
- Parents/Carers are aware of and contribute to the school's positive behaviour ethos.
- There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour.

Class level

- Adults model controlled, respectful and non-verbal behaviours.
 - Teaching routinely incorporates activities designed to promote children's social and emotional development.
 - Appropriate behaviours are taught and reinforced on a regular basis.
 - Children are taught the language of sharing and co-operation, choice and consequences.
 - Children are encouraged to identify their own and others strengths to recognise and value the diversity within their classrooms.
-
- There are clear classroom routines to reduce uncertainty and promote a peaceful and purposeful environment.
 - Each class has a charter, devised through discussion with children, which promote social and learning behaviours.
 - Class charters are displayed prominently.
 - Appropriate behaviour is quickly noted and genuinely celebrated by staff and peers. There are clear systems, understood by all, for dealing with inappropriate behaviour.

Individual child level

- All children's strengths are recognized and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour.
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention.

Whole School, Playground, Dining Hall and Class Charters

Our charters are built upon the rights of the child as outlined in the United Nations Convention on the Rights of the Child. For example, Article 29 of the UNCRC:

Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Whole School Charter

School charters are negotiated with the Rights Team and School staff. These are displayed around School and in every class:

- We have the right to an education. We will always try our best.
- We have the right to be respected. We will respect ourselves and others.
- We have the right to be protected. We will be gentle towards everyone.
- We have the right to be heard. We will listen to others.
- We have the right to share our views. We will be kind and truthful.

Playground Charter

You have the right to play and rest. Article

31 of the UNCRC.

- Use kind words
- Include everyone
- Keep hands and feet to yourself
- Put litter in the bin
- Cheer up everyone!

Dining Hall Charter

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 24 of the UNCRC.

- Keep food on your plate.
- Try to eat all your food.
- Be respectful to everyone in the dining hall.
- Walk calmly in the dining hall.

Class Charters

Class teachers form their own Class Charters through discussion with the children during the first week of term. Once Class Charters have been agreed they are displayed prominently in the classroom and shared with parents. Charters should be stated from the positive and not the negative to give a clear indication of good behaviour. For example:

- We should treat everyone equally.
- We should join in group tasks.
- We should listen carefully to everyone.
- We should try to include everyone.
- We should make everyone feel safe.

Class Rewards

Teachers will also decide their own reward list which should be flexible to allow teachers to provide positive consequences tailored to suit themselves and their classes. This list could include:

- Movie and popcorn
- 5 minutes of extra playtime
- Games
- Time for iPad's.

Individual rewards

Each teacher will decide on his/her own set of rewards but a common core will include:

- Verbal praise
- Stickers, stampers and written comments.
- Certificates and letters home to parents.
- Sending pupils to P.T and H.T

House System

We operate a 'House System' with every child allocated to one of three houses when they enroll in School:

Emerald (Green)

Ruby (Red)

Sapphire (Blue)

Children can earn house points for displaying rights respecting behaviours. This helps to promote positive relationships across all year groups. Children will be awarded Weekly Ravenswood Radiator Awards for good work and displaying rights respecting behaviours.

Children will also be given on the spot house point awards for displaying rights respecting behaviours in the playground and dinner hall.

The winning house for each term will receive a reward for their house in School. The nature of the reward will be decided by the members of the winning house. At the end of the School year the points from the previous terms will be added together and the house with the most points overall will win the House Cup and receive a special prize.

Sanctions

All staff and pupils are encouraged to follow the Ravenswood Dream and class charter. Ravenswood Primary is a Solihull school and understand that ruptures happen in relationships. All behavior is communication and our staff will discuss sanctions that are appropriate for the child and the situation during restorative conversations.

Persistent Challenging Behaviour

Should an individual child display persistent challenging behaviour they will be referred to the Head Teacher. Their parents will be invited to School to discuss the situation. Further sanctions may then be taken and will depend on the circumstances of each individual case but may include:

- Behaviour monitoring sheet
- Re-doing of poor work
- Completing homework
- Removal from class
- Reflection time during interval
- Restitution of some kind e.g. removal of graffiti, repair of damage
- Parents recalled

The following behaviours will automatically result in a sanction:

- Physical/verbal abuse
- Refusing to obey instructions
- Spitting

- Deliberate destruction of property
- Theft
- Intimidation

In some cases it may be necessary for members of staff to use reasonable force to control or restrain pupils. The use of physical intervention will only be used as a last resort to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour that is compromising good order and discipline within the school setting or under the supervision of school staff e.g. on a trip.
- Attempts to run away from school.

Physical intervention can take several forms. It might involve staff in:

- Physically getting between two pupils
- Blocking a pupil's path
- Holding, to limit movement or to restrain
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

Should physical intervention be necessary the school will contact the Parents/Carers to explain the incident. The child and the adult involved will also discuss the incident when things are calm.

Exclusion

Very occasionally a pupil may be excluded from school. This is a serious and exceptional option that requires a parental visit, accompanied by guarantees of improved behaviour before the pupil can be re-admitted. Offences which may result in this ultimate sanction are:

- Physical assault towards another child or member of staff
- Continual bullying
- Severe disruption in class or school

PARTNERSHIP WITH PARENTS

All Parents/Carers will be encouraged to work in partnership with the school, and other agencies if appropriate, to ensure that this policy is effective. They are encouraged to:

- Recognise the need for rules for the school to function safely and effectively
- Recognise that all rules must be enforced fairly and consistently
- Support the School in the implementation of the Respectful Relationships and Behaviour Policy
- Work in partnership with the school
- Encourage the children to respect the values and beliefs of others
- Encourage them to respect the role of staff

Parent Council has responsibility for monitoring and representing the views of parents in relation to policy formation and implementation. They are expected to:

- Report any concerns raised by parents to them regarding the handling of alleged incidents of misconduct
- Promote Respectful Relationships and Positive Behaviour Policy to parents

This policy will be communicated to parents periodically through school newsletters and the distribution of leaflets to ensure that pupils and parents are continuously aware of their individual responsibilities.

Other agencies have responsibility of supporting the school, individual children and/or families in addressing the needs of victims and/or perpetrators in relation to the impact of their misconduct.

The Head Teacher will review the policy annually using the information gathered from the monitoring procedures. Formal evaluation will be undertaken within the annual School Improvement Planning process using the performance indicators 'How Good is Our School'. Staff, pupils and parents participate in this evaluation process. This will identify strengths and areas for further development.

The Head Teacher will have responsibility for ensuring that staff members are aware of courses supporting the promotion of positive behaviour. Staff development on positive behaviour, equalities, including race equality, will be undertaken by all staff annually as a whole School programme to update on developments and refresh ideas and practice.

The Respectful Relationships and Behaviour Policy will be reviewed as part of the School Improvement Self- Evaluation.

PLAYGROUND SUPERVISION

Children will line up in classes to start the day and will be met by a member of staff to bring them into school. Whilst at our current location in St Mary's Primary, a morning bell and end of school day bell will ring. Teachers/staff will collect children and escort them into the building.

Staff will also support the playground to ensure children are safely collected or dismissed at the end of the day.

- Whilst at our temporary location in St Mary's Primary School, all classes line up in class lines in the front playground designated this year for our school.
- Parents/carers are kindly asked to stand back from the class lines to ensure staff can welcome all children to school.

The routine for when we return to Ravenswood Primary in August 2026 is outlined below.

- For Primary 1-3, if Parents/Carers will greet their child at the Infant Gate (entrance from the Car Park) then teachers can match each child to their parent/carer swiftly.
- For Primary 4-7, Parents/Carers should establish a regular meeting point in the direction of the gate your child will exit from.

Children will be encouraged to return to the school gate and tell their teacher if they cannot find their parent/carer.

Please help us by reinforcing this with your child so they know where to meet you after school and what to do if they don't see you right away.

Supervision Arrangements

This year whilst at St Mary's Primary School, during non-class time pupils are supervised by our support staff and senior management team. All staff have specific zones, including the MUGA and the front gate. The front gate is not locked during the school day to allow community access to the St Mary's Nursery. During non-class times, a carabiner clip is used as an additional safety measure at the gate. During wet intervals the support staff and the senior management team supervise the classrooms and they are assisted by the P7 monitors. The Janitor and a member of our support staff are in the playground from 9am.

The routine for when we return to Ravenswood Primary in August 2026 is outlined below.

During non-class time pupils are supervised by our support staff. There is a member of staff positioned at the infant playground, the senior playground, the football pitch and in the medical room. During wet intervals the support staff supervise the classrooms, and they are assisted by the P7 monitors. The Janitor and a member of our support staff are in the playground from 9am.

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

Access to School

Community members are allowed access to the school again. Please contact the School office in the first instance on 01236 632100 or by emailing Class Teachers (information shared during Meet the Teacher night) or Head Teacher Rhona Hawthorn: NLHawthornR@northlan.org.uk.

PARTNERSHIP WITH PARENTS

At Ravenswood Primary we operate an open-door policy and are keen to communicate effectively with parents and carers. We are always looking for ways to involve parents and carers in the life and work of the school and are delighted to have PCA events and volunteers supporting our school again. Over the course of the year, we offer a variety of ways for you to keep in touch with our School.

- Regular Newsletters issued regularly to keep you up to date with what is happening in school – all on the website
- Progress Conferences where parents, pupils and the teacher discuss progress and agree targets for our learners to aim towards
- Parent Council meetings

Groupcall texting/emailing directly to your mobile phone

ATTENDANCE

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

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

We would be grateful if all parents and carers could remember to do the following:

- Update your contact details if they change after you have completed your child's emergency contact details at the beginning of the session.
- Inform the school at the beginning of the day if your child is unable to attend school and send a letter/email detailing the reason for absence on their return.

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/guardians should inform the school by letter/email 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 circumstances:

- 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 Panels, if necessary.

As part of the Head Teacher's monitoring and tracking of all pupils, attendance is reviewed formally monthly throughout the school year. Where necessary, Parents/Carers are notified via digital letter of attendance concerns as well as an offer of support from the school to improve pupil attendance.

CLOTHING AND UNIFORM

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

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

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

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

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £850 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). For academic session 2025/26 the deadline for school clothing grants is 31 March 2026. For academic session 2026/27 the deadline for school clothing grants is 31 March 2027.

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

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

Ravenswood School Uniform

The Ravenswood School uniform is as follows:

Boys:

White Shirt or White Polo Shirt
Grey Trousers
School Tie
Blue School Sweatshirt

Girls

White Blouse or White Polo Shirt
Grey Skirt
School Tie
Blue School Sweatshirt
Blue Summer Dress

Senior Pupils:

Our senior pupils in Primary 7 wear black and white with the same School Tie as the rest of the School. Senior

Boys

White Shirt or White Polo Shirt
Black Trousers
School Tie
Black School Sweatshirt

Senior Girls

White Blouse or White Polo Shirt
Black Skirt
School Tie
Black School Sweatshirt

SCHOOL MEALS

Ravenswood Primary has an excellent cafeteria which provides a wide selection of healthy, tasty hot meals, soup, sandwiches, salads, desserts and fresh fruit. The menus are set in advance and shared on the authority website. Diets required because 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 Council's catering service.

Special Diet Procedures

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in School by our catering staff. A medically prescribed diet form 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 dietician 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 signed by the parent/carer. All completed forms should be returned to the email specialdiet@northlan.gov.uk

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.

Information and application forms for free School meals can be downloaded from the council website [Free school meals and clothing grants | North Lanarkshire Council](#)

In Ravenswood Primary we operate a cashless system allowing Parents/Carers to monitor how much money is available for their child. Money for school dinners should be uploaded to the child's personal account. This can be topped up via an online system from school or home. All P1-5 pupils will be entitled to a free School dinner. If your child does not wish to have a school dinner, you can provide a packed lunch for your child instead.

The hall cannot accommodate the whole school dining at once. P1-P4 pupils are first to the hall and classes are welcomed in gradually once there is space. Each year group has allocated times for dinging to avoid queueing and ensure they sit at these with their classmates/peers. This allows pupils who are having a swchool dinner to eat with their friends who are having a packed lunch too

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

Placing Requests

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

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

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

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

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

Further information on placing requests and procedures is available from the school or the council's website.

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

Transport

The Council has a policy of providing free transport to primary pupils who live more than one mile from their catchment

school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time.

Parents/carers who consider they are eligible can apply on the Council website. Applications should be submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Applications can be made online at the Council website [Free school transport | North Lanarkshire Council](#)

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.

MEDICAL AND HEALTH CARE

Parents are asked to keep the school up to date with any medical information relating to their child. Emergency contact details should be updated when required. If a child is too unwell to stay at school, we will contact the numbers given to request that someone collects them. Therefore, it is essential that we have the correct information

The school works closely with Lanarkshire Health Board and pupils receive medical and dental checks at P1 and P7.

Please note that if your child has a doctor or dentist appointment during the school day they must be collected by an adult as they will not be allowed to leave the building unsupervised.

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.

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.

PARENT FORUM

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

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

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

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

The Head Teacher of Ravenswood Primary School has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public. Parent/Carer representatives are elected on a yearly basis. Information on how this process works is communicated to all Parents/Carers at the relevant time. The Parent Council are always looking for new members and details of how to join can be found on our parent communication at the start of the school year and at the school office.

The Parent Council organise and run a variety of events over the course of the year and any money raised is used to purchase equipment, support outings and improve the playground activities. 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.

Parent Council members:

Adviser to Parent Council:	Rhona Hawthorn, Head Teacher
Chairperson:	Nicole Rodger
Secretary:	Catherine McLeod
Treasurer:	Michelle Gartshore

Parent Members: Lindsay Sims, Nicole Kerr, Susan Preen, Aimee Connelly, Molly Law

Clerk:

Karen Reid, School Senior Clerical Assistant

In Ravenswood Primary we also have a very active Pupil Council. At the beginning of the school year, every pupil in P6 and P7 is given the opportunity to run as a class representative. Classes are given the opportunity to democratically elect the representative they deem is best suited for the role. The Pupil Council is led by the Head Teacher and works very closely with the Parent Council. All pupils are encouraged to add their voice during SHANARRI Squad and assemblies, the Pupil Council is a great support with this.

USEFUL NAMES AND ADDRESSES

Education Offices: North Lanarkshire Council
Learning and Leisure Services
Municipal Buildings
Kildonan Street
Coatbridge
ML5 3BT
01236 812222

Education and Families Managers: Vicki Sherry

Support for Learning:

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

Greenfaulds HS Cluster CIIL Gavin Ross

NLC Councillors:	Ann Ballinger	William Goldie
Peter McDade		
03 - Cumbernauld South c/o	03 - Cumbernauld South c/o	03 - Cumbernauld South c/o
Civic Centre Motherwell	Civic Centre Motherwell	Civic Centre Motherwell
ML1 1AB	ML1 1AB	ML1 1AB
mcdadepe@northlan.gov.uk	ballingeran@northlan.gov.uk	goldiew@northlan.gov.uk
01698302640	07581032660	07939280061
	James McPhilemy	
	03 - Cumbernauld South c/o	
	Civic Centre Motherwell	
	ML1 1AB	
	mcphilemyja@northlan.gov.uk	
	07581032663	

Education, Youth and Communities
Municipal Buildings
(Learning and Leisure Services)
Kildonan Street
Coatbridge
ML5 3BT

Chief Executive:

Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Community Learning & Development Locality Offices:

North CLD Area Office
Baird Memorial Primary School 6
Avonhead Road
Condorrat
Cumbernauld
G67 4RA
Tel: 01236 638384
Email: CLD-North@northlan.gov.uk

You can also get more help and advice from:

Enquire

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

Tel No: 0345 123 2303

Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Email: info@enquire.org.uk

Website: www.enquire.org.uk for Parents/Carers and practitioners Website:
www.enquire.org.uk for children and young people

Children in Scotland - Resolve Mediation
Email: resolve@childreninscotland.org.uk

0131 313 8844

Scottish Independent Advocacy Alliance:

London House
20-22 East London Street
Edinburgh
EH7 4BQ
0131 524 1975

enquiry@siaa.org.uk
www.siaa.org.uk

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

NHS Lanarkshire:

Cumbernauld	Kildrum Health Centre 01236 721354
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Cumbernauld	Condorrat Health Centre 01236 733221
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Social Work:

Cumbernauld/ Chryston	01236 638700 Bron Way Town Centre Cumbernauld G67 1DZ
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SPECIALIST TERMS

CfE

Curriculum for Excellence. More information is available in this Handbook

Eco Schools

Eco Schools is an international environmental education programme. The Eco Schools Green Flag awarded to Schools with high achievement in their programme, is a recognised and respected eco label for environmental education and performance

Education, Youth and Communities Equality Policy

The Education, Youth and Communities Equality Policy 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>.

Fairtrade

Fairtrade changes the way trade works through better prices, decent working conditions and a fairer deal for farmers and workers in developing countries.

Groupcall

Groupcall provides trusted communication, data and identity management solutions for education. It allows the School to send messages to Parents/Carers direct to their mobile phone.

Health Promoting School

A Health Promoting School is one that constantly strengthens its capacity as a healthy setting for living learning and working. It strives to provide a healthy environment, school health education and school health services along with School/Community projects and outreach health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation and programmes for counselling, social support and mental health promotion.

How Good is Our School

How Good is Our School is a toolkit for schools to use to engage in evidence based analysis of what is working well and what needs to improve to have greater positive impact on learners. Thus, the direction for future improvement comes from the School and its partners

ICT Interactive Smartboard

ICT Interactive Smartboard, also known as an Electronic Whiteboard, is a classroom tool that allows images from a computer screen to be displayed onto a classroom board using a digital projector. The Teacher or pupil can interact with the images directly on the screen using the provided tool or their finger.

Microsoft Teams

Is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for School communications.

ScotXed

Scottish Exchange of Education Data.

SMT

School Senior Management Team

UNICEF Level One Rights Respecting School

The Unisex Level One Rights Respecting Schools Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. A rights respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

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.

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 can be found on the NL Digital School page available on the Councils website <https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school>

Glow and M365

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

Pupils will be given a login to Glow when they start school, and these details will follow the young person throughout their school journey. Glow passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on Glow passwords can be found [here](#). 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)

Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from the school. You can also get more help and advice from:

Enquire

The Scottish advice service for additional support for learning operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets, Tel No: 0345 123 2303

Enquire

Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Email: info@enquire.org.uk

Website: www.enquire.org.uk for parents/carers and practitioners Website:
www.enquire.org.uk for children and young people

Children in Scotland - Resolve Mediation
0131313 8844 07955 788967
Email: 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

NHS Lanarkshire
Cumbernauld - Kildrum Health Centre
01236 721354
Cumbernauld - Condorrat Health Centre 01236
733221

Social Work

Cumbernauld/Chryston
Tel No 01236 638700

COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES

North CLD Locality Office
Pivot Community Centre
Glenmanor Ave Moodiesburn
G69 0DL
Tel: 01236 638393
E: CLD-North@northlan.gov.uk

