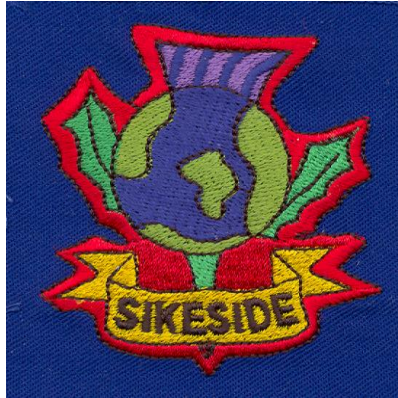


Sikeside Primary School



Handbook

2023/24

Gold Health Promoting School





Dear Parent/Carer,

We welcome you and your child to Sikeside Primary School and Nursery Class and we hope that you find this handbook useful and informative.

Starting a new nursery and/or school is a big step in your child's life and we hope to make the transition as smooth as possible. We hope that your child will be happy here, and that you will work in partnership with us so that your child will gain maximum benefit while here with us.

We hope to foster in your child positive attitudes to:

- learning
- other children in the school
- all staff and adults connected with the school
- the school building
- our community
- the environment

and most of all

- him or herself

We aim to do this by having positive attitudes to these things ourselves and by offering to your child a wide and varied curriculum which will be interesting, informative and suited to the needs of your child.

We are always aware that many parents have had little or no contact since their own school days and with the many changes in education over the years there may be some aspects with which you are unfamiliar. This school handbook addresses some of these issues but cannot hope to give you a complete picture of the school and its work. It is important therefore that you should feel free to visit the school at any time and we will endeavour to ensure that any enquiries are dealt with speedily and courteously.

We believe that education is a partnership between home and school and recognise the key role of parents in the education process. We look forward to your support and co-operation.

Yours sincerely,

Mrs Helen Paterson

Head Teacher

Establishment Vision, Value and Aims

At Sikeside Primary School and Nursery class we aim to give our children a broad general education within a nurturing environment so that every child has the capacity to reach their full potential.

Our caring and enthusiastic staff support every aspect of our children's development, from settling into nursery until their transition to Primary and then to High School .

We offer a wide range of activities within the school for our children to participate in, including making sure they have a voice which is listened to within our school.

This is done in a variety of ways e.g. pupil councils and committees.

Staff and pupils are passionate and proud of our school and get involved with the wider community, through enterprise schemes e.g. St Andrew's Hospice.

Aims of Sikeside Primary School

We aim to create an ambitious, excellent school by focusing on continuous improvement through self evaluation and the development of Leadership at all levels. High quality learning and teaching is the focus of all producing the highest possible standards.

We will achieve this by:

*Creating an ethos of equality and fairness, making sure that we embrace the spirit of inclusion, which will encompass all of our children.

*Working with all stakeholders taking account of and valuing their opinions and ideas.

CONTENTS

1. School Information
2. Teaching Staff
3. School Hours
4. The School Year
5. Transfer/Enrolment
6. Equal Opportunities
7. Curriculum for Excellence
8. Additional Support Needs
9. Improvement Plan
10. Homework
11. School Ethos
12. Spiritual, Social, Moral and Cultural Values
13. Extra-Curricular Activities
14. Freedom of Information
15. Data Protection
16. Child Protection
17. School Discipline
18. Home and School Links
19. Attendance at School
20. Clothing and Uniform
21. Meals (Cashless Catering)
22. Placing Requests
23. Transport
24. Medical and Health Care
25. Information in Emergencies
26. The Parent Forum /The Parent Council
27. Supervision in Non-Class Time
28. Transfer from Primary to Secondary School
29. Useful Names and Addresses
30. A Glossary of Terms Used in this Handbook
31. Note

1 SCHOOL INFORMATION

Sikeside Primary School
Sikeside Street
COATBRIDGE
ML5 4QH

Telephone: 01236 794858
Fax: 01236 435439
Email: enquiries-at-sikeside@northlan.org.uk

Sikeside Primary School and Nursery Class is a non-denominational co-education school.

Capacity: Planning 150 Primary and 120 Nursery
 Working 174 Primary and 100 Nursery

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

Stages Covered: Primary 1 to Primary 7 and Nursery

Present Roll: 86 Primary and 100 Nursery

Classes are organised in a range of straight year groups and composite classes. Composite classes are usually based on working groups.

When forming classes for a new session we take the following into consideration:

- Primary 1 should not exceed 25
- Classes in P2 - P3 should not exceed 30 in number
- Straight classes in P4 - P7 should not exceed 33
- Composite classes from P1 - P7 should not exceed 25

As in previous years, composite classes have been formed. When forming class structures for a session the number of classes is dependent on the number of pupils in school and the allocation of teaching staff for the coming year. Lengthy discussion with staff takes place, when composite classes have to be formed. They are based on groups of children who will work well together. Our composite classes are made up of groups of children who are working at the same level in language and maths work.

Community Facilities:

It is the Council's policy that the school accommodation is made available, as far as possible, out with school hours for use by the community. Such use by groups, clubs, etc, will be in accordance with approved letting procedures and enquiries should be directed to either the Area Community Education Office or to the Area Office. Our building is Disability Discrimination Act compatible.

Our associated Secondary School is:

Coatbridge High School
17 Park Street
Coatbridge
ML5 3NA

Telephone: 01236 794848
Fax: 01236 710493/428441

2 TEACHING STAFF

Head Teacher	Mrs Helen Paterson
Acting Depute Head Teacher 0.5	Mrs Karen Johnston
Principal Teacher 0.5	Mrs Karen Johnston/Literacy Champion

Class Teachers

Mrs Elizabeth Halkett	-	Class Teacher, P2/1
Mrs Bethany Dougall	-	Class Teacher, P3/2
Mrs Yvonne Cross	-	Class Teacher, P4
Miss Rachael Brown	-	Class Teacher, P6/5
Mrs Stephanie Bonner	-	Class Teacher, P7/6
Miss Heather Fraser	-	Class Teacher- Numeracy and Literacy Support
Mrs Louisa Binning	-	Class Teacher, McCrone 0.6FTE

Total number of staff (FTE)	-	7.5
-----------------------------	---	-----

Nursery

Mrs Amy Rutherford	-	Equity & Equity Lead 0.6
Mrs Lee Ann Patterson	-	Equity & Equity Lead 0.4
Ms Amy Brown	-	Principal Lead E.L.C
Miss Jillian Hogan	-	Principal Lead E.L.C
Miss Valerie Newbigging	-	ELC Lead Practitioner
Mrs Arlene Cameron	-	ELC Practitioner
Mrs Lorraine Gilmour	-	ELC Practitioner
Miss Erin Hastings	-	ELC Practitioner
Mrs Andrea Grace Jones	-	ELC Practitioner
Miss Robyn Caroline McLean	-	ELC Practitioner
Mrs Carol Millar	-	ELC Practitioner
Mrs Jacqueline Watters	-	ELC Practitioner
Mrs Sarah Gogna	-	ELC Key Worker
Miss Kirsty Houston	-	ELC Support Worker
Mrs Nahid Khan	-	ELC Support Worker

Support Staff

Mrs Lesley Muir	-	Senior Clerical Assistant
Miss Siobhann McClory	-	Clerical Assistant
Mrs Jacqueline Docherty	-	ASN
Mrs Karen Dick	-	Classroom Assistant
Janitor	-	Mr Dale Hyslop
Catering Manager		Mrs Elizabeth Doran
Breakfast Club		Carol Cummings

3 SCHOOL HOURS

Morning Session	-	9.00am - 12.15pm
Interval	-	10.30am - 10.45am
Lunch	-	12.15pm - 1.00pm
Afternoon Session	-	1.00pm - 3.00pm

Pupils starting in Primary 1 will attend full-time from the first day of session.

Out of School Care

This is available from a private company:

Sikeside & Carnbroe After School Club	Louise 07835 064593
	Karen 07946 605728
Parent Action Out Of School Care	Margaret McNinch 01236 433501

Nursery Class Hours:

Morning Session	-	8.00am - 12.45pm
Afternoon Session	-	1.15pm - 6.00pm
Term Time	-	8.45am - 2.45pm

4 THE SCHOOL YEAR

PROPOSED SCHOOL HOLIDAY ARRANGEMENTS 2023/2024

2023

Monday 14 th August	Teachers return/In-service
Tuesday 15 th August	In-service
Wednesday 16 th August	Pupil's return
Friday 22 nd & Monday 25 th September	Public Holidays (September Weekend)
Friday 13 th October	School closes
Monday 16 th - Friday 20 th October	Holidays (October Week)
Monday 23 rd October	Pupils return
Monday 13 th November	In-service
Friday 22 nd December	School closes (2.30pm)

Merry Christmas & A Happy New Year

2024

Monday 8 th January	Pupil's return
Monday 12 th & Tuesday 13 th February	Local Holidays
Wednesday 14 th February	In-Service
Thursday 28 th March	School closes at 2.30pm (Easter Break)
Friday 29 th March - Friday 12 th April	Holidays (Easter/Spring Break)
Monday 15 th April	Pupils return
Thursday 2 nd May	In-service
Monday 6 th May	May Day Holiday
Friday 24 th May & Monday 27 th May	May Weekend
Wednesday 26 th June	School closes at 1pm

Happy Summer Holidays

Please note that at time of printing, these are only the proposed dates, any changes or updates will be published on the North Lanarkshire website. www.northlanarkshire.gov.uk

5 TRANSFER/ENROLMENT

Enrolment for children beginning school for the first time will take place in January each year. Check with the school for specific details. Parents or their representatives should bring the child's birth certificate and a proof of address which must be the current year Council Tax statement.

Our induction programme includes parents and new entrants being invited along to the school as part of our transition programme. Children will spend some time with their classmates and meet their class teacher while parents find out information about the school curriculum, policies and school life.

Our CLD Schools Worker, Vicky Marshall runs a transitional programme workshop for pupil and parents in May - June. Any parent wishing to enrol their child at any other time during the year can do this by contacting the school to arrange an appointment with the Head Teacher.

Head Teacher Remit - Overall responsibility for leading and managing the school and nursery class. Specific Responsibilities include:

- Line Manager of Teaching staff, Early Learning staff, Office staff and Support staff.
- Monitoring and Quality Assurance of Learning and Teaching.
- Overall responsibility for School Improvement Planning and Reporting.
- Staff Professional Review and Development
- Continuing Professional Learning Co-ordinator
- School Policy
- Positive Behaviour Management
- Pupil Pastoral Care

- Staff Welfare
- Finance and Budget
- Advisor to the Parent Council
- Child and Adult Protection Co-ordinator
- Pupil Attendance
- Staff Absence Management
- Out of School Hours Learning Co-ordinator
- Community Liaison
- Health and Safety
- Fire Marshall

Acting Depute Head Teacher Remit - Assist the Head Teacher, to deputise for the Head Teacher in the conduct of the affairs of the school and all duties. Specific Responsibilities include:

- Day to day responsibility, management and leadership of all staff, pupils & parents for both, school & nursery.
- School Improvement Planning and Reporting
- Single Status Staff Professional Review and Development
- Positive Behaviour Management
- Pupil Pastoral Care
- Staff Welfare
- Finance and Budget
- Parent Council Member
- Pupil Attendance
- Health and Safety

Principle Teacher Remit - Assist and, where necessary, to deputise for the Acting Depute Head Teacher in the conduct of the affairs of the school and all duties. Specific Responsibilities include:

- Pastoral Care and Positive Behaviour Management.
- Whole School Eco Co-ordinator.
- Rights Respecting School Co-ordinator
- Glow Champion.
- ICT Co-ordinator
- First Aid

6 EQUAL OPPORTUNITIES

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

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

7 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.

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.

The opportunities for pupils to develop skills for learning, life and work, including literacy, numeracy and health and well-being in and out of the classroom

The arrangements for how pupils will be given choices in what they learn, how they will be involved in planning what they learn; how the parents will be consulted.

The Senior Phase

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills

for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners - including pupils who might previously have become disengaged from education.

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

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

Personal Support/Career Planning

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

Assessment and Reporting

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

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

Jotters are sent home termly so that parents have the opportunity to see their child's work. Twice a year parents consultations are held and also a written report issued. Pupils' progress

will be tracked and monitored through North Lanarkshire Council systems by class teachers. Regular assessment will advise pupils' next steps in learning which will be discussed at planning and evaluation meetings between the teachers and Head Teacher.

National 4 and 5 qualifications were introduced in 2013/2014

- Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence
- New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

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

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

Expressive Arts

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Learning in, through and about the expressive arts:

- enables children to experience the inspiration and power of the arts
- recognises and nurtures creative and aesthetic talents
- allows children to develop skills and techniques that are relevant to specific art forms and across the four capacities
- Provides opportunities to deepen understanding of culture in Scotland and the wider world is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

Religious and Moral Education

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation

- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Health and Well Being

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

Our establishment, working with partners, will take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

You can expect the learning environment to support children to:

- develop self-awareness, self worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in the school community have a responsibility to look after children, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Parents will be notified when sensitive issues e.g. relationships, sexual health, parenthood and drug awareness are about to be taught.

Sciences

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable children to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary action to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences

- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

Languages (literacy)

The development of literacy skills plays an important role in all learning.

Children develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and again explain their 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 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 and others can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading.
- develop English language skills
- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literacy and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.

Social Studies

Learning in the social studies will enable children to:

- develop understanding of the history, heritage and culture of Scotland, and an appreciation of local and national heritage within the world
- broaden understanding of the world by learning about human activities and achievements in the past and present
- develop understanding of their own values, beliefs and cultures and those of others
- develop understanding of the principles of democracy and citizenship through experiences of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Mathematics (numeracy)

Learning in mathematics enables children to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking

- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Teachers use a variety of resources to plan their lessons i.e. websites (internet), Big Maths, Scottish Heinemann, Teejay, Sum Dog, Number Talks.

All planning and progression will follow guidance from Curriculum for Excellence outcomes and experiences

We have introduced in 2019 a new number programme called 'Big Maths' which will increase agility and ensure children have quick and instant recall of number facts.

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.

(Building the Curriculum 1|)

Technologies

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables children to:

- develop an 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 life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and 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 awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

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

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

Parents are encouraged to respond to jotter work being sent home monthly in order to comment on pupil's progress. Information is passed on to the new class teacher at the beginning of each session about pupils' level of attainment so that next steps and appropriate groupings are made.

We follow NLC Sexual Health programme every year, but prior to it being taught we will inform parents in our newsletter of this so that they can be involved and support their children through this. Any sensitive issues will be highlighted to parent(s)/carer(s) before it is embarked upon within the school.

If you would like more information about the curriculum please visit Education Scotland's website <https://blogs.glowscotland.org.uk/nl/sikeside/>

8 ADDITIONAL SUPPORT NEEDS

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

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request which is consistent with North Lanarkshire Council guidelines.

Children with additional support needs are identified, their needs assessed and discussion with parents arranged, in order to plan and support each child according to their needs.

In forming a plan, continual assessment and review is included. The Class Teacher, support for learning internal and any other relevant agencies will be involved in this process with the Head Teacher being the main point of contact.

Level 1 - where education staff identify that a child or young person needs support or planning which can be met within the school using classroom and whole school resources

Level 2 - Requesting support from within Education Youth and Communities (services/resources out with school) e.g. Educational Psychologist, Community Learning and Development

Level 3 - Requesting support from another agency (Joint working with partner agency/agencies including 3rd Sector). When further planning is required to further develop the wellbeing of

children and young people the Named Person may request assistance from colleagues in partner agencies.

Level 4 - Integrated and Compulsory working with other agency/agencies. Targeted intervention(s) required to promote the wellbeing of the child would be identified by relevant agencies (child's Network of Support) and included in the Child's Plan. A Lead Professional would be identified. At level 4 there would be an expectation that a statutory Child's Plan with integrated assessment, integrated chronology and Lead Professional is in place.

We will make application to the appropriate specialist services in order to cater for any additional support needs. We will also contact English as an Additional Language Unit if this support is required.

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

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and requires a Co-ordinated Support Plan. Please contact the Head Teacher if this is something you require.

Planning

(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.

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

9 IMPROVEMENT PLAN PRIORITIES 2022-2023 - for the school and nursery are as follows;

Improvement Plan Summary	
Cluster Priority:	Attainment in Literacy & Numeracy will show improvement through improving attendance rates between 3 and 5% across the Cluster average.
School Priority 1:	All learners will be supported to ensure that they have appropriate opportunities to reach their full potential and be supported by a nurturing schools approach to ensure we Get It Right for Every Child.
School Priority 2:	Attainment in Maths and Numeracy will increase from a combined average of 70% in June 2022 to 80% by June 2023, as evidenced in combined ACEL data for P.1, P.4 & P.7.
School Priority 3:	Attainment in Reading will improve from a combined average of 74% to 80% and in Writing from 70% to 80% by June 2023, as evidenced in combined ACEL data for P.1, P.4 and P.7.
Nursery Class Priority:	To continue to improve Learning, Teaching and Assessment to improve the educational outcomes of learners.

These priorities will also be linked to the Scottish Attainment Challenge part of which, we in North Lanarkshire Council and Sikeside Primary, are involved. The purpose of this is to raise standards in attainment for children and to close the gap between most and least deprived areas in Scotland.

School Vision and Values

Sikeside Primary School and Nursery Class aspires to be a nurturing, learning organisation. We will focus on continuous improvement through self-evaluation and the development of leadership at all

levels. In this we will create an ambitious, excellent school/nursery, where high quality learning and teaching is the norm and in so ensure learning and teaching of the highest standard.

We will achieve this by: - fostering an ethos of mutual respect, with equality and fairness, ensuring all children feel safe and valued. We will embrace the spirit of inclusion which encompasses our most vulnerable children. Seek to collaborate with our children, parents, partners, wider community, cluster and family groups to progress through positive partnerships, taking account of and valuing their opinions and ideas where family and community learn together.

Through the Attainment Challenge we have had training for literacy and maths that will impact on children's attainment. Health and Wellbeing is now a priority and we will be taking part in the 'Active Play' initiative provided by NLC.

We will, in consultation, with parents ensure all children are given opportunities that enhance their experiences and work in collaboration with nursery parents, school parent council, and parent body to ensure the progression pathways are current to educational thinking.

Details of where information regarding the school's performance at Local and National level can be obtained from Twitter and NLC website.

10 HOMEWORK

As a support to work done in school, tasks such as reading, spelling, maths, learning a part for the school show, i.e. a poem, etc, may be prescribed which can be completed in a short time and which are within the powers of the Pupils. These tasks should take no longer than 10 - 15 minutes in P1 - 3; 15 - 20 minutes in P4 - 5; 20 - 30 minutes in P6 - 7. Homework is also a means of letting parents know what is happening in school and should be signed by them as part of the home-school link.

11 SCHOOL ETHOS

Sikeside provides a supportive, nurturing environment where we focus on the universal development of our children. We aim to develop our children's intellectual, emotional, social and spiritual well being.

We encourage parental involvement throughout the school as we value the input our parents make to the life and work of our school.

Community involvement is also encouraged as we see our school at the heart of the local community and encourage our children to become involved in what is going on within our community and help them to care for our local and global environment.

We promote positive behaviour through our Star Race system, as well as through Councils, Committees and giving pupils a voice. We are a Bronze Award Rights Respecting School.

We ensure a calm, safe and nurturing environment within the school through making sure our children are listened to, respected and treated fairly in all aspects of school life. In short we encourage our children to be responsible citizens, confident individuals, successful learners, and effective communicators.

12 SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

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

13 EXTRA CURRICULAR ACTIVITIES

This year the following extra curricular activities have been offered through a range of clubs including Multisports, Art & Craft and Netball. We would welcome parents to become involved in Extra Curricular Activities e.g. P1 and their parents work with the Community Learning and Development officer for schools, or if any would like to take a club, we would be able to put them through PVG Scheme in order for them to work in school with the children. Our Active Schools Co-ordinator Jenny, is happy to provide training.

14 FREEDOM OF INFORMATION

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

15 a) 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 outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?

Your personal information will be used:

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

Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or

young person with another person from another agency or service, e.g. Social Work, Health.

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

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

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

How long do we keep your information for?

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

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003>

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, <http://www.scotxed.net>.

16 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: Ms Helen Paterson, Head Teacher: 01236 794858

ADULT PROTECTION

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

Adult Protection Co-ordinator is: Mrs Helen Paterson, Head Teacher 01236 794858

17 SCHOOL RELATIONSHIPS:

In Sikeside Primary School we operate a Policy which promotes Positive Behaviour and endeavours to enhance self-esteem. The children earn Respect Tokens on a daily basis as a result of hard work and good behaviour. We therefore encourage children to take responsibility for their own actions and act in a manner which is acceptable to society. However, we acknowledge that bullying and being bullied is a common experience within schools and sometimes incidents can occur which take time to be brought to the attention of those who are in a position to help. Restorative Circles can show children that there is support from their peers and can encourage them to report incidents at an early stage. They can be assured that incidents of bullying reported in this school will not be ignored. Bullying is unacceptable and will be dealt with in a consistent manner.

Often the situation cannot be resolved immediately but, with the support of parents, teachers and pupils, Sikeside Primary can work towards making the school a "Bully Free Zone".

Complaints are recorded. Consultation with parents and pupils is considered an important part of this process.

Procedure for Complaints/Incidents of Bullying

- school notified about bullying/incident - parent, child, other adult
- pupil consulted re action to deal with situation in consultation with parents
- action agreed e.g. Regular reporting, restorative meetings
- action taken
- check up over the year by school to make sure there is no recurrence of bullying later in the session.

There is a "Buddy" system in operation in school whereby P6/7 pupils look after our Primary 1 children when they come to school at first in the yard and in the dinner hall.

Anti-bullying (under review 2018)

Introduction: Bullying is a common and widespread problem throughout society. All pupils have the right to Education in a safe secure environment which is free from bullying. It is the responsibility of all providers and users of the Education service to ensure that this right is granted at all times.

Rationale: Bullying in school can only be effectively dealt with if parents, teachers and pupils work together to find a solution. It is necessary to acknowledge that bullying does exist and is a problem common to all schools. It should, therefore, consistently be given a high profile within the school where an open, caring and responsive climate should be created.

Aims:

- to foster agreement that bullying is unacceptable
- to develop a range of strategies to deal with bullying
- to work with parents to minimise bullying in school and give reassurance that incidents, when they do arise, will be dealt with fairly
- to promote a caring responsive climate where customers
- are assured of a "listening ear".

Identifying Bullying:

Identifying bullying is crucial to pupil's well-being in school. Bullying is a persistent, intentional abuse of power to hurt. It is not always purely physical. The more serious bullying is usually verbal, social or emotional in nature.

It can manifest itself in any of the following ways:

- Tripping
- Name calling
- Ignoring
- Pushing
- Kicking
- Talking about
- Hitting

It is important to make all pupils aware of their responsibilities in witnessing such behaviour. Failure to report such acts may be interpreted as condoning the bullying.

The Role of the Head Teacher

- to work with staff in creating and maintaining a caring and supportive ethos
- to encourage a whole school approach to bullying
- to promote home/school partnership
- to support class teachers in dealing with bullying behaviour
- to apply sanctions, if appropriate
- to involve outside agencies, e.g. Psychological Services if appropriate.

The Role of the Teacher

- to create and maintain an atmosphere within the class which would encourage pupils to feel confident about speaking out about bullying, e.g. circle time sessions
- to take reports of bullying seriously
- take action when necessary
- to seek advice when necessary
- to report serious incidents to the Head Teacher

The Role of the Janitor and Support Staff

- to observe and monitor pupils behaviour in the playground at intervals
- to defuse incidents and prevent them escalating
- to report incident to Class Teacher or Head Teacher

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

The Role of Parents

- to support their children
- to report repeated or serious incidents to the school
- to co-operate with the school in their efforts to sort out the problem
- to encourage their children to follow the Golden Rules established within the school
- to understand that "hitting back" can make the child more vulnerable as it is more difficult to establish who is at fault. It encourages violence. It can cause injury.

Strategies for Children

When bullying is being discussed advice should be given to children about how to react to and deal with bullies and bullying. Through Circle Time, they can offer support and advice to one another and this should be encouraged.

Children should be aware that they should not

- blame themselves
- put themselves at risk
- hit back

Children should be aware that they should

- stay calm and look confident
- stay with friends
- tell someone - friends, buddy, House Captain, janitor, teacher, or parent
- keep in control
- report incidents they have witnessed - there are no innocent bystanders.

Procedures for dealing with Bullying:

Children are aware of strategies to report Bullying, e.g.

- through a "Bubble time" session with the teacher
- through their House Captain, who will report the incident to an adult on their behalf
- through any adult supervisor in the playground
- through the "Buddy system" set up for younger pupils

Teachers will report any serious or persistent incidents to the Head Teacher, Head Teacher will interview bully and victim and take appropriate action. Consequences of actions will be discussed with the children. Parents will be involved where necessary and support and co-operation will be

sought to resolve the situation. Recurring incidents will be recorded, and where no satisfactory outcome can be reached at school level, outside agencies may be involved.

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

(Policy to be revised 2023)

18 HOME AND SCHOOL LINKS

Newsletters are sent out regularly keeping parents informed of all that is happening in the school. The school also uses text messages and email to keep in contact with parents. A school website is also available. Regular updates can also be found on the school's Twitter account- **@SikesidePS**

Workshops will be arranged this year following consultation with parents on their needs. Parents will be involved through questionnaires about life and work in school and will be encouraged to become involved in all aspects of school life i.e. Fundraising, Enterprise Activities, School Show, etc.

Children's work is sent out on a monthly basis for you to discuss with your children. Over and above this parents are invited to two parents meetings and a written report at the end of the school year.

Our Parent Council work to engage parents in fund raising and passing information both ways on school life.

We operate an 'open door' policy for any parental concerns. Please contact the Head Teacher with any concerns you may have about your child and these will be dealt with appropriately and sensitively in accordance with school policies.

Should you wish to enquire about any of our policies please see the Head Teacher who will be happy to assist you in this matter.

19 ATTENDANCE AT SCHOOL

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

Attendance must be recorded twice a day, morning and Afternoon

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

In order to assist us in monitoring patterns of absence or areas of concern over a pupil's attendance I would ask that you inform the school by telephone by 9.15am if your child will not be

attending school and to give your child a note on his or her return to school confirming the reason for absence.

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

The school will send a text message where no information about an absence has been received.

Parents/guardians are asked to inform the school by letter or telephone if their child is likely to be absent for a long period of time. Each child is asked to bring a note on his/her return to school confirming the reason for absence.

In terms of child safety, police will be contacted if all attempts to locate a child have been exhausted.

Parents of children who attend Nursery should also inform the school of any absence. Failure to do so could result in placements being terminated after the appropriate period of time in relation to Early Years absence management procedures.

a) Family Holidays during Term Time

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

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

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

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

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

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

b) 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

c) Exceptional Domestic Circumstances

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

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

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

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school each morning and afternoon of each school day being a separate possible attendance.

Attendance is monitored on a monthly basis. If attendance falls below a certain percentage you will be lettered to inform you of this.

20 CLOTHING AND UNIFORM

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

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

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

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

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2023.

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.

21 MEALS (Cashless Catering)

A breakfast service is available every morning from 8.15am - 8.45am for every child from Sikeside. It serves cereals, fresh fruit juices and toast. This club is used regularly by children from the school.

There is no cost for the breakfast service for pupils in P1 to P3.

The cost for all other pupils in P4-P7 not entitled to a free school meal is as follows:

One child £1 per day, 2 children £1.50, 3 children £1.80 and 4 children £2.10

The school operates a cashless cafeteria system and a variety of snack meals are available as well as the traditional two course meal.

Special diet procedures 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 dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

All P1 to P5 pupils are entitled to a free meal and free milk. From January 2022, P5 pupils will also qualify for a free meal. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period. All nursery pupils are entitled to free milk and a fruit or vegetable snack.

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2023.

Information and application forms for clothing grants may be downloaded from the council website www.northlan.gov.uk

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

All nursery children are offered a healthy snack during both sessions.

22 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.

23 TRANSPORT

i) General

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

Parents/carers who consider they are eligible can apply on the Council website. Applications should be 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.

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.

24 MEDICAL AND HEALTH CARE

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then at ages 10/11 years, by staff of Lanarkshire Health Board. Parents may refer their child at other times to the Clinical Medical Officer for examination or advice.

Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children, although they may choose instead to go to the family dentist. We are currently part of a pilot toothbrushing programme throughout the school.

If a child takes ill or has an accident during school hours, the parents of the child will be contacted. For this purpose, it is vital that the school is notified immediately of any changes to children's contact details (see Information in Emergencies). Failing contact with parents, the child's emergency contact will be telephoned or visited. In the event of neither being available, a member of staff will remain with the child until the parents can be contacted.

Minor cuts and scrapes will be treated in school and an accident book will be filled in as a record of the incident.

Parents should make the school aware of any particular medical requirements or allergies related to their child.

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.

25 INFORMATION IN EMERGENCIES

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

26 THE 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.

The Parent Council

Parent Councils came into force on 1 August 2007. The Parent Council will be elected by the Parent Forum. The Head Teacher will be the professional adviser to the Parent Council and has a right and a duty to attend all meetings, these meetings are also open to members of the public.

The Parent Council's rights and duties include:

- supporting the work of the school;
- representing the views of parents/carers;
- consulting with parents/carers and reporting back to the Parent Forum on matters of interest;
- promoting contact between the school, parents/carers, pupils, and the wider community;
- fundraising;
- taking part in the selection of senior promoted staff;
- receiving reports from the head teacher and education authority; and
- receiving an annual budget for administration, training and other expenses.
- Improving home school partnership and facilitating parental involvement

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

27 SUPERVISION IN NON-CLASS TIMES

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

Our Classroom Assistant is timetabled for supervision at morning intervals and lunchtime. The Janitor patrols the whole playground area and liaises with the Classroom Assistant. Children will be out in the playground playing as often as possible unless the weather is very extreme. This is particularly important in winter when it may be their only daylight play. Please make sure your child is wearing clothes and footwear to match our changeable weather.

28 Transfer from Primary School 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\carers 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.

Our associated Secondary School is:

Coatbridge High School
17 Park Street
Coatbridge
ML5 3NA
Telephone: 01236 794848
Fax: 01236 710493/428441

There is a transition programme in place with Coatbridge High School which involves Citizenship days, Public Speaking competition and a variety of lessons delivered by the High School in the P6 & 7 years.

Parents are invited to attend an information evening in P7 and children who have additional support needs have the opportunity to have an enhanced transition programme to Coatbridge High School where additional visits as well as the normal two day visit is included. Meetings will be in place with Coatbridge High School for these children which will include meetings with their parents.

29 USEFUL NAMES AND ADDRESSES

You may wish to be aware of the following names, addresses and telephone numbers:

Section 29 Names and Addresses

Education and Families Civic Centre Windmillhill Street Motherwell ML1 1AB Tel- 01236 812606	Chief Executive Des Murray Executive Director of Education & Families Derek Brown
Community Learning & Development Locality Office Coatbridge Community Centre 9 Old Monkland Road Coatbridge ML5 5EA Tel - 01236 638470 email - CLD- Coatbridge@northlan.gov.uk	Education Manager - Jan McCrone Education & Families Civic Centre Windmillhill Street Motherwell ML1 1AB

NHS Lanarkshire Coatbridge Health Centre 01236 432200	Social Work Coatbridge Locality Team Tel - 01236 622100
Councillors for the School Coatbridge South T. Carracher A. Bustard F. McGregor G. Woods See below for further details	Cluster Improvement Integration Lead Paula McGhie Coatbridge Cluster Improvement Team McGhiePa@northlan.gov.uk

Help and advice on any matters relating to Support for Learning can be obtained from: Paula McGhie (CIIL), who may be contacted directly (see above) or through 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

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

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

Resolve

0131 313 8844

(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh

EH3 6BB

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk

NHS Lanarkshire
Coatbridge Health Centre
01236 432200

LOCAL COUNCILLORS:

Mr Andrew Bustard (Labour Party)
c/o Civic Centre, Windmillhill Street, Motherwell ML1 1AB
Tel: 07581032641
Email: BustardAn@northlan.gov.uk

Mrs Geraldine Woods (Labour Party)
c/o Civic Centre Windmillhill Street,
Motherwell ML1 1AB
Tel: 07939280051
Email: WoodsGe@northlan.gov.uk

Tracy Carragher (S.N.P)
Civic Centre, Motherwell ML1 1AB
Tel: 07939 280 049
Email: carraghert@northlan.gov.uk

Fulton MacGregor (S.N.P)
Civic Centre, Motherwell, ML1 1AB
Tel: 07495600870
Email: macgregorfe@northlan.gov.uk

30 A GLOSSARY OF TERMS USED IN THIS HANDBOOK

Assessment - the judgement made on a pupil's progress in set tests (summative assessment) or (informative assessment) by looking at books, jotters and regular class work.

Catchment Area - the area that a school's pupils come from.

Co-educational - boys and girls being taught in the same school.

Co-operative Teaching - two or more teachers working together with a class or group.

Co-operative Learning - two or more children sharing a learning task and managing their resources and achieving an outcome together.

Curriculum - the formal curriculum is a planned programme of courses in subject areas laid down by the Government and guided by the local authority. The informal curriculum includes after school clubs, etc.

Diagnostic - tests that may help identify strengths and weaknesses of individuals so that a more suitable programme of work can be designed to better support that pupil's needs.

Mixed Ability Groups - classes with pupils across the ability range. These groups may be taught as a class, individually or in a co-operative learning group.

Meeting pupil's needs can also mean **Support for Learning** or **Learning Support/Bilingual Support**. Providing additional support for pupils who have additional support needs.

P.S.E. - Personal and Social Education; a set of lessons to encourage pupils to think about how we relate to one another and to develop a sense of how we should conduct ourselves and to learn how to avoid risk and harm when making choices.

Resources - books, materials, the internet etc that help our learning.

Tests - a formal way of checking on progress and understanding... can be called summative assessment.

31 NOTE:

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