

# St. Mary's Primary and Nursery School Cumbernauld



# SCHOOL HANDBOOK

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## School Mission Statement

In St Mary's we aspire to be a warm, welcoming, worshipping community which is a living example of our faith. This is reflected in how we learn, laugh, play and worship together showing love, respect, care, support and forgiveness for each other.

We respect the rights of all and promote the dignity, self-esteem and full development of each person, recognising that everyone has different strengths and talents. We offer a rich, diverse and creative curriculum within a safe, nurturing, stimulating environment, enhanced through new technologies and extracurricular opportunities.

We encourage children to make positive choices in their learning and empower families to assist in these choices and as a strong, supportive community we reach out to others and recognise our responsibility to make this a better and fairer world for all.

As we walk with God we love, live and learn.

## St Mary's Primary School



### In St Mary's We ASPIRE

ACHIEVE



SUCCEED



PRAY



INCLUDE



RESPECT



EVERYONE



**Do you wish to make a complaint?**

**If so please contact the school by;**

**Telephone call / Letter to school / Personal visit**

1. Most complaints can be dealt with quickly and satisfactorily. As we are a close knit School and Nursery, minor issues are often resolved by communicating with the teacher through the child's homework diary. Often a short word with the teacher as he/she is greeting or dismissing the children can rectify a misunderstanding. Please note that the teacher has responsibility for the class at these times and cannot spend more than a few minutes with you. At the end of the day, although class teachers are willing to meet with parents, an appointment should be made as the teacher may have other commitments. This can be done by telephoning the school office.

2. Dependent upon the nature of the complaint, it may be possible to make an appointment directly with the class teacher. It is better to go through the Head Teacher first so that she may ascertain whether the problem can be dealt with at this level. If so, a convenient appointment will be arranged.

3. If the complaint cannot be dealt with by the class teacher, an appointment will be made with the Head Teacher. In the absence of the Head Teacher, the Principal Teacher will make a response. Depending on the time of day, the class teacher may attend.

The school will acknowledge your complaint and respond within two working days. This may be done by telephone or letter. In order to ensure clarity of understanding of your complaint, you may be asked to write down the detail.

4. If you are not satisfied, further appointments can be arranged with the Head Teacher, Principal Teacher and Class Teacher. An appointment can also be arranged at the school with the HT, PT, CT and the Parent Liaison Officer from North Lanarkshire Council Education Department. Not everyone mentioned here will be available for all meetings because of class commitments.

If you then feel that your complaint has not been dealt with satisfactorily, you can access the complaints section on NLC website. [www.northlan.gov.uk](http://www.northlan.gov.uk)

Parents at any time may telephone Learning & Leisure Services for advice on 01236 812240.

5. If you feel that we have not given you a satisfactory explanation you can contact the Scottish Public Services Ombudsman who will consider complaints about poor service, failure to provide a service and administration failure.

The Ombudsman can be contacted at:

The Scottish Public Services Ombudsman

Freepost EH641, Edinburgh EH3 OBR

Telephone: 0870 011 5378

Fax: 0870 011 5379

Email: [enquiries@scottishombudsman.org.uk](mailto:enquiries@scottishombudsman.org.uk)



## 1 (c) WELCOME AND INTRODUCTION

Welcome to St. Mary's Primary School. We are delighted that you are considering our school for your child's education and extend an open invitation to you to visit the school at any time in order to become familiar with the school environment and meet some of our staff.

St. Mary's Primary School first opened in temporary accommodation in August 1965. The school then transferred to our present premises in a quiet residential area in August 1968.

The school caters primarily for Roman Catholic (boys and girls) pupils living in the Seafar, Ravenswood and Greenfaulds areas of the Town. We have a number of non denominational children within our school. We also have children from areas outwith our catchment on placing requests.

Presently in St. Mary's we have 7 classes and a Nursery. Our Nursery offers 30 morning sessions and 20 afternoon session. We have a large gym/dining hall, a stage area, library and a general purpose room. We also have an ICT room and a structured playroom.

In St. Mary's our 'Educational Aims', are to provide education of the **highest quality** enabling children to develop their full potential physically, emotionally, socially, academically and spiritually, clearly demonstrating the hallmarks of a Catholic School.

Our pupils will be encouraged in the practice of their Catholic Faith through the promotion of genuine partnerships with the home, church and community. We also aim to promote equal opportunities, a sense of responsibility and respect for self and others. In addition we aim to develop in our pupils Achievement, Positive Behaviour and Confidence in line with a Curriculum for Excellence.

To achieve the above aims we recognise that we cannot do this without the support of others. We rely on the support of the parents, carers, the Church and the wider community to help us in our task of preparing these young people to become responsible and fulfilled members of society.

I am honoured to have been the Head Teacher of St Mary's for the past 5 years. St Mary's is a wonderful learning community with dedicated, talented staff who go above and beyond to meet the needs of our pupils. We have embraced a nurturing approach where all are treated fairly and we recognise the value and benefits of creating warm, positive relationships with our pupils. I am proud of the caring, charitable work of the school and the partnerships we have established to enrich learning. We work hard to involve parents, Parish and the wider community in the life of our school. Most of all I am proud of our pupils. They embody the ethos of our school and demonstrate the values of our faith every day.

Therefore on behalf of all of the staff, pupils, parents and carers, I would like to wish you and your child/ren a long and happy association with our school and we look forward to working with you.

Kind regards

*Paula Brazill*

Head Teacher



## 2. SCHOOL INFORMATION

- (a) School Name: St. Mary's Primary School & Nursery
- (b) Address: Liddel Road  
Seafar  
Cumbernauld  
G67 1JB
- (c) Email: [ht@st-marys-cumbernauld.n-lanark.sch.uk](mailto:ht@st-marys-cumbernauld.n-lanark.sch.uk)  
Telephone: 01236 794828  
Fax: 01236 786203
- (d) Demoninational status: Roman Catholic  
Nursery Class: Our Nursery class although based within our school building is non-denominational.
- (e) School Capacity: 342  
Parents should note that the working capacity of the school may vary dependent on the number of pupils at each stage and the way in which the classes are organised.
- (f) Stages Covered: Primary 1 – Primary 7  
Nursery – Pre-school and Ante pre-school.
- (g) Present Roll: Current working capacity is 342 children. This is including the Nursery. Planning capacity if 342.  
Our present roll is 124 children in school and 30/20 children in the Nursery.
- (h) Class Structure: Each session we form classes. Some of these classes may be a single stage class e.g. Primary 1. There may also be composite classes i.e. those classes where children of more than one year are grouped together to form one class e.g. Primary 5/6.

P1 - 25 pupils maximum, P2-3 - 30 pupils maximum, P4-7 – 33 pupils maximum. Composite classes 25 pupils maximum. Composite classes are arranged when necessary using the criteria and guidelines of North Lanarkshire Council.

The composite classes are formed and organised very carefully following consultation between the Head Teacher and the staff. The composite classes are formed taking many factors into consideration e.g. Language and/or Mathematics, being but two. A number of pupils of broadly the same attainment who have shown the capacity of working well as a learning group. Working groups ensure continuity and progression appropriate to the ability and aptitude of the children.



(i) Community Facilities

The large PE hall is available for use by community groups in the evenings : Applications should be made to:-



Associated Secondary

**Our Lady’s High School**  
**Dowanfield Road**  
**Cumbernauld**  
**Tel : 01236 757688**  
**Head Teacher : Mr D McNulty**



**Parent Council**  
**Information on page 26**



## TEACHING STAFF



The promoted post structure following the McCrone review is as follows:

Head Teacher : Mrs P Brazill

Principal Teacher : Mrs Yuill

Staff List	Mrs McPhilemy (job share)	Miss Martin
	Mrs Schammas (job share)	Miss Mori
	Mrs Craig	Miss Coyle
	Miss Broadley	

**Total Teaching Staff 9 (7.31 FTE)**

English As a Second Language Teacher: Mr Porteus - ESL

Non Teaching Staff :	Mrs M. Fenton	Senior Clerical Assistant
	Mrs L Malcolm	Clerical Assistant
	Mrs C. Shearer	Classroom Assistant
	Mrs Grant	ASN
	Mrs Fulton	ASN
	Miss Beattie	ASN
	Miss Fenton	ASN (PEF)

Janitor : Mr K Hackett

Cleaning Staff : Mrs C Brown - Cleaning Supervisor  
Miss S Yin Li  
Miss D O'Brien

Catering Staff : Mrs T Mclean Mrs A Kinsella

Nursery Staff :	Mrs CL Harley	Nursery Teacher
	Miss L Hunter	Early Years Practitioner (Job Share)
	Mrs S Pate	Early Years Practitioner (Job Share)
	Mrs K Neilson	Early Years Practitioner
	Mrs D Waddell	Early Years Practitioner (morning only)
	Mrs L Miller	Early Years Practitioner (2 days per week)





## NURSERY CLASS INFORMATION

As stated earlier in this document, we have in school, a Nursery Class. This commenced in August 1997 under the Voucher Scheme introduced by the previous Government and has been running most successfully.

The present Government has now done away with the vouchers but, as much emphasis today is on pre-school and early education, the nursery provision presently available in St. Mary's has continued. Pre-school education is a most important preparation for a child before entry to the more formal education provided in Primary.

Our Nursery is very busy and active. The children have access to our large gym hall and regularly make use of it during the week when available. The nursery staff arrange for trips to our local library and other outings and invite outside visitors to visit our children in the nursery environment.

The capacity of the nursery room allows a maximum of 30 children per class at any one time. At present we operate with a group of children in the morning and another group in the afternoon.

The class is intended for children in their pre-school and ante pre-school year. At the present time children in their ante pre-school are admitted in the term following their third birthday.

**Staff:** The class is staffed by a Nursery Teacher and three Early Year Workers, as indicated on Page 5.

<b><u>Sessions:</u></b>	Morning	8:40am – 11:50am
	Afternoon	1:00pm – 4:10pm

As the class is run by North Lanarkshire Authority there is no charge to the parent for funded places. Any money requested by the staff would be voluntary and would be used simply to cover the cost of, for example, snacks or visits etc. for the child.

**Enrolment:-** Parents who wish to seek a place for their child in the nursery class should first contact the school for an application form. Should there be more applications than we have places, then it is likely that these would be allocated by ballot.

**Please note that the length of time a child's name has been on the 'waiting list' will not affect the child's priority for admission.**



## St Mary's Management Structure HT Remit

Management of the school to the benefit of pupils, staff and the wider community, within the framework of N.L.C. policies.

- Management of people: delegation of responsibilities, implementing and monitoring of the Staff Review and Development programme.
- Pastoral care and support - all staff and pupils, supported by SMT in their specific area of responsibility.
- Promotion of Positive Behaviour and Behaviour Management supported by Management Team.
- Monitoring of staff absence.
- Monitoring of Staff Health and Well-being
- Child Protection Coordinator/ Coordinator for Looked After and Accommodated Children
- Additional Support For Learning Coordinator
- Management of Learning and Teaching: develop programmes of study and monitor the same to ensure appropriate pace, structure and balance to support the needs of all learners. Monitor attainment and implement strategies for improvement. Certain areas of the curriculum are delegated as priorities of the School Improvement Plan. HT has overall responsibility for Language and Maths
- Management of policy, planning and quality assurance: strategic planning and the implementation of the School Improvement Plan, development of school and self-evaluation towards improving performance
- Management of resources and finance: selection and deployment of resources to ensure sufficiency and suitability for effective Learning and Teaching, integration of improvement planning, staff development and the school budget to best effect.
- Management of the corporate life of the school: to create and maintain a positive ethos based on shared values and aims where there is equality of opportunity, respect for self and others, achievement for all members of the school community which is wide-ranging and celebrated.
- Support effective day to day running of Nursery including policy, planning, learning and teaching,

### **Principal Teacher - Vacancy**

- Nursery - Primary Transition
- Assisting HT with all aspects of Improvement Planning and School/Self-evaluation
- Curriculum Development in line with the School Improvement Plan - Language; Active Literacy P.1 - 3, Active Numeracy including Structured Play and use of ICT in the Infant Curriculum. Support and Guidance to staff. Support colleagues as a model of good practice
- Assisting HT with monitoring all aspects of Learning and Teaching and Tracking Attainment.
- Pastoral Care P.1 - 3 including Parental support and feedback in respect of Pastoral Care
- Assisting HT with the promotion of a positive ethos based on shared values and aims and promotion of the school within the local and wider community. Cafeteria Supervision
- Charities Committee

### **Principal Teacher – Mrs Yuill**

- Coordinate all aspects of staff development including Mentoring for Probationers and Students.
- Primary - Secondary Transition
- Assisting HT with all aspects of Improvement Planning and School/Self-evaluation
- Curriculum Development in line with the School Improvement Plan - Language; Novel Studies P.4 - 7, Problem Solving P.4 - 7 and RME. Support and Guidance to staff. Support colleagues as a model of good practice
- Assisting HT with monitoring all aspects of Learning and Teaching and Tracking Attainment
- Pastoral Care P.6 - 7 including Parental support and feedback in respect of Pastoral Care
- Assisting HT with the promotion of a positive ethos based on shared values and aims and promotion of the school within the local and wider community. Cafeteria Supervision

<b>4. (a) SCHOOL HOURS:</b>	Opening	9:00am
	Morning Interval	10:40 – 10:55am
	Lunch Hour	12:35 – 1:20pm
	Dismissal P1-7	3:00pm



**Primary 1 will attend school for the full day as from August 2020**

**Please ensure your child is on time and in the line at 9:00am.**

**Latecoming is a poor start to your child's morning.**

**(b) Afterschool Information** – Muirfield Centre – Telephone 728810

**(c) Nursery Hours:** Morning Session 8.40am – 11.50am  
Afternoon Session 1.00pm – 4.10pm

**5. THE SCHOOL YEAR: SESSION 2019/20**

First Day of School	14 Aug 2019 (Wed)	
Autumn Half Term Holidays	27 Sep 2019 (Fri)	30 Sep 2019 (Mon)
Autumn Holidays	14 Oct 2019 (Mon)	18 Oct 2019 (Fri)
Winter Half Term Holidays	18 Nov 2019 (Mon)	19 Nov 2019 (Tue)
Winter Holidays	20 Dec 2019 (Fri)	3 Jan 2020 (Fri)
Spring Half Term Holidays	10 Feb 2020 (Mon)	13 Feb 2020 (Thu)
Spring Holidays	6 Apr 2020 (Mon)	17 Apr 2020 (Fri)
May Holidays	8 May 2020 (Fri)	11 May 2020 (Mon)
Summer Half Term Holidays	22 May 2020 (Fri)	25 May 2020 (Mon)
Summer Holidays	25 Jun	12 Aug

**In service days – Pupils do not attend**

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 of the date before going on holiday.

## 6. TRANSFER / ENROLMENT

### Transfer

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.

### Enrolment

A child should be registered to commence primary education in August if the child will have reached his/her fifth birthday on or before the last day of February the following year. Date for enrolment is intimated through local press, school newsletters, adverts in local shops and the Church Bulletins. Parents should bring their child and the child's **Birth and Baptismal Certificates and proof of residency such as a council tax bill**



Details of our Pre-school entry programme will be given to parents on the Enrolment Day or by invitation in post.

Publication of Enrolment Dates	- January 2020 Local Press, Local shops, Church bulletin/ School and Nursery newsletters
Enrolment Days	To Be Confirmed
Invitations	- To parents and children for pre-school visits, May-June 2020
Structured Visits	- For Parents and Children

**Pupils Arriving During School Term** – Visits are arranged for a suitable date/time to allow the new pupils to meet their class Teacher. Parents will also have a short informal interview with the Head Teacher re. codes of practice, policies, uniform etc. They may also have a tour of the school if desired.



## **7. EQUAL OPPORTUNITIES AND SOCIAL INCLUSION:**

In St. Mary's Primary and Nursery School we endorse the Services Equality Policy emphasising school's commitment to eliminating all forms of discrimination including disability, gender and religion; promotion of equality of opportunity and good relations.

The school is committed to assessing all policies and practices to ensure there are no negative impact on any group of people.

## **8. WHAT IS CURRICULUM FOR EXCELLENCE?**

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

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

- A successful learner,
- A confident individual,
- A responsible citizen and
- An effective contributor.

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

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

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

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

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

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

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

### **What is the Broad General Education?**

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

### **Curriculum Areas and subjects**

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

The 8 curricular areas are:

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

### **The Senior Phase**

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

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

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

### **Personal Support/Career Planning**

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

## **Assessment and Reporting**

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

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

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

There will be assessments carried out in order to ascertain each child's progress, to make sure that potential is achieved.

### **Primary 1:**

- In the first few weeks of your child starting school an assessment will be carried out by a senior member of staff or the class teacher on the level of knowledge and understanding your child brings to school. This assessment is known as the 'Baseline Assessment'.

### **Primary 2:**

- At this level we shall be assessing the children in Literacy and Mathematics using a variety of resources.

### **Primary 3:**

- Early in this stage: October your child will be assessed on their level of competency in literacy and numeracy. Initially a basic screening of all of the children at this stage will be carried out. Subsequently any child who is displaying lack of understanding and uncertainty in these areas will be given a further assessment (diagnostic), to identify specific areas for support in literacy and numeracy. Parents will be invited to attend a meeting following the assessment, to discuss the results and identify support which will be carried out in school as well as at home.
- Once again Primary 3 we shall be assessing the children in Literacy and Mathematics using a variety of resources including a National Assessment resource.

### **Primary 4:**

- At this stage the children will be assessed using a National Assessment reading resource.
- An end of level assessment will be administered to each child as they reach the end of a level in mathematics.

### **Primary 5:**

- At this level we shall be assessing the children in Literacy and Mathematics using a variety of resources.
- At this stage the children will be assessed using a National Assessment reading resource.

### **Primary 6:**

- At this level we shall be assessing the children in Literacy and Mathematics using a variety of resources.

### **Primary 7:**

- At this stage the children will be assessed in Mathematics with the end of level Assessment.
- At this stage the children will be assessed using a National Assessment reading resource.

At all stages high quality assessments will be used to identify whether a child is embedding skills and knowledge and are able to apply them in real life situations.



## Reporting

There will be opportunities to review your child's progress throughout the year.

August/September - Meet The Teacher  
October - Parents Evening  
December - Interim Report  
April - Parents Evening  
May/June - End of year report.

In addition we share learning on our web page through our termly Focus for Learning documents and there are other opportunities with showcase assemblies, open afternoons and workshops. Sacramental workshops are held every year and information is provided regarding lessons of a more sensitive nature through the Catholic Resource God's Loving Plan.

Further information regarding St. Mary's Primary and Nursery School can be found on:

- North Lanarkshire Council Website.
- [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
- <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StMarysPrimarySchoolCumbernauldNorthLanarkshire.asp>
- [www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk) Facebook – St Mary's Seafar
- [Twitter @stmarysseafar](https://twitter.com/stmarysseafar)
- [Website - https://blogs.glowscotland.org.uk/nl/smpc/](https://blogs.glowscotland.org.uk/nl/smpc/)

## 9. ADDITIONAL SUPPORT NEEDS - ASN

1. St. Mary's complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009.
2. North Lanarkshire Council's policy is contained with "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.
3. The education provided in this school is structured so that the work level is determined by the child's capabilities, progress is at the child's rate of learning and retention. This is to ensure the child's confidence and encourage his/her enthusiasm to learn. Pupils with difficulties are assessed to determine the extent of difficulties and the particular area in which these difficulties occur. Children with serious learning difficulties or experiencing emotional problems can be assessed by our school Educational Psychologist either at the request of the parents or teacher (with parental permission).  
Our Support for Learning policy enables us to identify both more able and less able pupils so that they can be challenged or supported according to their needs. Learning Support is available for pupils experiencing difficulties. Any pupil identified with significant additional support needs will have an Additional Support Plan – setting out long and short term targets. The school will work with other agencies, parents and carers to ensure all identified support needs are addressed. Support is also provided for pupils where English is an additional language.





All of the above reflect the Learning & Leisure Services' staged intervention process that is :

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 and leisure services where it is identified that the child or young person requires support or planning from beyond the school or early years establishment but within education 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 other agencies outwith education such as health, social work and/or voluntary services and these support needs will last for more than one year.

4. English as an additional language is catered for by a visiting specialist who visits one day per week. The child who requires this service work individually or as a group dependent on their needs. In addition to the normal Parent's Evening meetings, parents also have the opportunity throughout the year to meet at least on two occasions with the ESL teacher. At these meetings the child's progress is discussed and the supports which the parents can provide at home.
5. Looked After Children are deemed to have Additional Support Needs unless assessment determines otherwise. Regular reviews with external agencies are held regularly. The Head Teacher is responsible for the pastoral care and support of all pupils, supported by SMT in their specific area of responsibility.
6. Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan by contacting the Head Teacher
7. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

### **Getting it Right for Me Plans**

(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 or co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

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

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken

and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

### **Dispute Resolution**

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents/carers and young people through Resolve (see contact details at the back of this handbook).

Mediation is free through Resolve and independent of the Education Authority.

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

**The Additional Support Needs Tribunal** has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal

## **10. PRIORITIES OF SCHOOL IMPROVEMENT PLAN 2019 – 2020.**

As a result of ongoing self-evaluation our focus for improvement is on:

### **Improving Attainment in Literacy, Numeracy, Health & Wellbeing**

**(Developed by and shared with staff, learners, parents/carers and those with whom the school centre works in partnership)**

In St Mary's Primary School we aspire to become a learning organisation capable of continuous improvement, providing high quality learning experiences, excellent care, welfare and support, enabling our children to develop their full potential academically, emotionally, physically, socially and spiritually, clearly embodying and demonstrating the hallmarks of a Catholic school. We want to help and inspire our school community to achieve as successful learners, confident individuals, responsible citizens and effective contributors.

We encourage our children in the practice of the Catholic Faith through the promotion of genuine partnerships with the home, church and community.

Our nursery will continue to nurture and encourage our youngest children to learn through exploration, investigation and play based learning. We aspire to provide high quality learning experiences in a stimulating, safe environment which supports and provides for all the children in our care.

We are using Pupil Equity Funding to further close the poverty related attainment gap.

In carrying out all aspects of our work, we;

Shall encourage our children to reach their fullest potential and celebrate the success of others,

Will conduct ourselves with integrity, impartiality, fairness, tolerance and mutual respect,

Value diversity and promote social inclusion in an environment where everyone is welcome,

Shall seek progress through partnership, working closely with those whom we share a common purpose,

Shall work and liaise with the wider community creating responsible and fulfilled members of society.

## Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

<b>Establishment Priority 1:</b>	Improvement in attainment, particularly in reading through: Planned moderation activities at school and cluster level. Development of a more robust shared understanding of the standards and in clusters plan regular opportunities to have professional dialogue about children's achievement of a level.
<b>Establishment Priority 2:</b>	<b>To improve attainment in numeracy by ensuring excellent learning and teaching and the provision of stimulating, numeracy rich environments and experiences.</b>
<b>Establishment Priority 3:</b>	<b>To improve Health and Wellbeing outcomes through the development of Emotional Literacy embedded throughout school and nursery.</b>
<b>Establishment Priority 4:</b>	<b>Improved outcomes in Health and Wellbeing through a whole school Catholic vision which is based on Gospel Values, building on a Nurturing approach and Respecting the Rights of all.</b>

A copy of our school improvement report is available from <https://blogs.glowscotland.org.uk/nl/smhc/>. This provides information on attainment and how the school has improved in literacy, numeracy and Health and wellbeing over the past year.

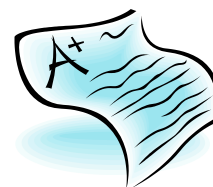
We are continuing to deliver a high standard of literacy and numeracy and we evaluate our performance against National Data. This enables us to target support where required. We have increased apps to develop learning and skills in Health and wellbeing, providing more after school clubs and participating in more sports festivals.

### 11. HOMEWORK

**Following consultation with parents our homework is not compulsory. A monthly grid of suggested activities is available on the web site for the school. A jotter is provided at the beginning of each year to support home learning but homework is not corrected. Reading at all stages is encouraged.**

### 12. SCHOOL ETHOS

Within St. Mary's Primary School and Nursery, our children and staff are encouraged to be all they can be. In a climate of positive attitudes and aspirations our pupils are encouraged to strive and achieve their fullest potential. We celebrate the success of reaching targets and goals through our Curriculum for Excellence Assemblies. Parents and family members are invited to join the whole school in celebrating the achievements of our young people. These achievements are acknowledged and valued by all. The achievements are not all necessarily academic. In the Curriculum for Excellence we recognise and acknowledge being a good citizen, being an effective contributor, an increase in self-confidence as well as a successful learner. The promotion of a strong culture in all of the above areas, assist our children in raising their own levels of self-worth and respecting the individuality of others.



We are a member of Our Lady's High School cluster in Cumbernauld. Regular liaison between the High School staff and the children is developed over the last two years of the primary school life. This involves the teaching staff from the High School working with our children in their own primary classroom. Visits to the High School are also facilitated for our children to become aware of the changes they will encounter when they transfer from Primary to Secondary Education.

As a school we are involved with many agencies within our local area e.g. library, shops, local fire brigade and community police officers, local senior citizens and our local parish communities i.e. St. Joseph's Parish and Sacred Heart Parish. We are also involved with our local supermarkets.

As a school we are very aware of the importance of having and improving relationships with each other and everyone we meet. In general the staff and children's hospitality and pleasant demeanour has been noted by visitors as being very welcoming to all. As a community we try to create a learning environment which reflects the Catholic values which permeate all aspects of the school's life and work. We encourage the children to be confident and experience success as well as complement and praise others on their successes. We have a happy school where children feel safe and secure and want to play their part.

### **13. SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES**

Religious education is much more than a period in the day and we strive to teach Christian standards in school, by example. The education is provided in accordance with the teachings of the Roman Catholic Church and is given by class teachers who are supported and guided in this important part of the child's education by the clergy of the parishes in which the school is situated.

**The main resource used in school comprises:- P1-7 This is Our Faith**

**The Programme comprises Christianity, Personal Search, Other World Religions, Relationships, Moral Education and Sex Education.**

**This is the resource recommended by the Catholic Church.**

Along with parents and clergy, the school helps to prepare pupils for the reception of Sacraments.



**P.3 Sacrament of Penance / Reconciliation**

**P.4 Sacrament of Holy Eucharist**

**P.7 From 2016 – Sacrament of Confirmation**

Parents are asked to participate fully in the programmes preparing their child for these. Holy Mass is regularly celebrated in school and P4-7 have the opportunity on a rota basis of celebrating Class Masses. Parents are always welcome to attend these. In addition we celebrate Special Assemblies e.g. Advent, Lent, providing ample opportunities to deepen the faith of our pupils. In the case of those children who are not Catholics, parents can be re-assured that Religious education is approached sensitively and in a climate of great respect for those of other faiths and none. Nevertheless such parents have the right to withdraw their child from Religious Observance and R.E. classes. Parents wishing to exercise this right should send in a request in writing to the Head Teacher. Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

## 14. EXTRA – CURRICULAR ACTIVITIES

Each year pupils are able to participate in a number of out of school hours activities. These may include football, eco, gardening, singing/choir. We hope to extend these activities over the next session and actively encourage parents to become involved.

Primary 7 are given the opportunity to take part in a five day residential trip to Kilbowie. We are keen for all our pupils to take part in such a trip and you should encourage your child to do so.

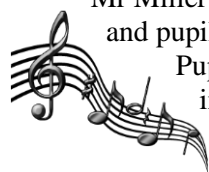


Swimming is part of the education programme provided by the authority for Primary 5. Our children travel by bus to the local swimming pool – The Tryst. We are keen to allow pupils to take part in educational outings related to the curriculum. We need lots of helpers to assist with such outings so if you are free to help please do not hesitate to give your name.

Parents must give written permission at the start of each year to allow their child to take part in excursions.

Instrumental Tuition is available in school. This is given by Mr John Miller.

Mr Miller is a woodwind instructor. Instruments are available though some instruments are limited and pupils may have to hire their own or purchase.



Pupils will be auditioned by Mr Miller in order to ascertain which instruments would suit individual children.

## 15. FREEDOM OF INFORMATION ACT 2002

The Freedom of Information Act (Scotland) Act 2002 came into force in January 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, this Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01698 524712.

## 16. 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 Kildonan Street, Coatbridge ML5 3BT.

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

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

### Legal basis for using your information

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

### **Your personal information**

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

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

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

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

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

Your personal information will be used:

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

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

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

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

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school. Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information.



We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

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

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

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

**Your rights under GDPR**

You can:

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

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

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

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

**b) Transferring Educational Data about Pupils**

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

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

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

**Why do we need your data?**

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

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

**Your GDPR rights**

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

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no



subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

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

### **Any Concerns**

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

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

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

### **Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website, <http://www.scotxed.net>.

## **17. CHILD PROTECTION**

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

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

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines  
Child Protection Co-ordinator is: **Mrs Paula Brazill, Telephone 01236 794828.**

### **18 b) 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 Paula Brazill, Telephone 01236 794828.**

## **18. SCHOOL DISCIPLINE**

In St Mary's we promote positive behaviour using the following strategies.

**Class Awards**

**Whole School Curriculum for Excellence Awards**

**Traffic Lights, Class Trophies, Group Points**

**Our House system encourages positive attitudes, effort and behaviour in all pupils.**

We also have banners to encourage good manners and good citizenship. The relationship between teacher and child is similar to that of parent and child, requiring mutual consideration and respect on both sides. An acceptable code of behaviour is necessary to ensure the safety of all members of the school community and to ensure a calm secure environment which is conducive to learning.

We have high expectations of all our pupils in terms of behaviour both inside and outwith the school and ask all parents to support us in maintaining good discipline. A Policy for school discipline agreed by staff, parents and pupils reflects our positive approach to behaviour management. It clearly lists sanctions to be used by class teachers and promoted staff. Exclusion of a pupil will only be considered when **ALL ELSE FAILS** and parents will be involved in all discussions relating to this possibility. A copy of the policy is available on request. The school has a strict Anti-bullying stance. The policy is available on request.

Pupils have opportunities to discuss issues relating to bullying during assemblies and circle time.

## PLAYGROUND SUPERVISION

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

In St Mary's the Janitor, Classroom assistant and ASN's are responsible for playground supervision. We have four ASN assistants at present who help supervise children with additional support needs at break time. During wet intervals pupils remain in class seated at their desks with an appropriate activity.

P7 pupils monitor the classrooms with an adult presence provided by the janitor and classroom assistant. ASNs cover classes with children with additional support needs. This system of supervision is overseen by the Head Teacher.

### 18. Home and School Links

School Website - <https://blogs.glowscotland.org.uk/nl/smpc/>

Twitter - @StMarysSeafar



Our school actively encourages a close link with parents. This helps us to know and understand our pupils more fully and enables us to develop the best possible relationship between child, parent and school. We regard partnership with parents as vital. We keep regular contact through our monthly newsletter, and also displayed on external notice boards. This is the main way of letting our parents know about many events and activities which take place in our school. We also have special assemblies, book week/fair etc to which our parents are invited and made most welcome. Volunteer parents help out with excursions and in preparing props, costumes and sets for school shows. We fully appreciate all help from our parents and we are always in need of your support.

Parents who wish to discuss any part of the curriculum or any other matter with the Head Teacher will be very welcome to call at school but, it would be helpful to make a prior appointment.

Our early years induction programme for our new entrants to Primary 1 and their parents has been developed and extended during the last few sessions.

The children and their parents visit the school in May – this enables the children and parents to meet the Class Teacher and the children who will be in their class. They also participate in a variety of activities in the classroom.

Open afternoons are held in order that the children can show their parents their work and discuss their topics.

Further visits to school by the parents enabling them to participate in events with their children continue once the session has started e.g. sampling a school lunch, observing class lessons, curriculum for information workshops, and the school health promotion week.

Parents are very much involved in the preparation of their child/children for the Sacraments. In Primary 3 the Sacrament of Reconciliation is received and the Sacrament of the Holy Eucharist are received in Primary 4.

Parents evenings are held in October and April as detailed in Section 7, 'Arrangements for Reporting to Parents.'

Parents are also invited to become involved in many projects in connection with the school such as Sport, Drama, Concerts, Competitions, Residential Activities, etc. Parents are also invited to come into school and speak to pupils about their occupation or special interests.

The Parents' Council meets regularly. The purpose of the Sub-committee is fund raising. This helps to provide additional equipment for the school e.g. digital cameras, helps to support the funding of special treats for the children e.g. Christmas Show. The group are also very involved in organising discos and social events for families of the school to get together.

## 20. ATTENDANCE AT SCHOOL

The school closely monitors attendance. Where the percentage attendance drops below 90% parents will receive a letter alerting them to the level of 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 unauthorised. As defined by the Scottish Government.

At the start of each school session, parents will be asked to provide contact details including at least one preferably two emergency contact numbers. A number that will accept a text message is essential. To adhere to Education Guidelines if no explanation is received either by letter prior to the absence or telephone call to the school, a message will be sent advising that your child has not arrived at school and asking you to confirm the absence.

This is for child safety and means that in the event that a child goes missing everybody is alerted at the earliest possible time. **Please ensure that changes to contact details during the year are notified to the school immediately.** Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the day on the first of absence. Failure to do so will result in the school accessing all contact numbers provided for the child and may result in the school sending a text message. In terms of child safety police will be contacted if all attempts to locate the child have been exhausted. Parents should be asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school confirming the reason for absence.

### Nursery Attendance

With regards to our Nursery regular attendance is expected. If the nursery child will not be attending nursery on that day a courtesy call informing the staff would be expected with an explanation as to why the child will not be attending

(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/guardians 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 well-being 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 experienced 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 classified 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 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 Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

## **21. 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, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances would include items which:

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



Parents in receipt of a clothing grant from the council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Learning and Leisure Services. Information and application forms may be obtained from any school or First Stop shop.

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

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

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

In St. Mary's we are united in our belief that pupils should be encouraged to wear school uniform and it is reassuring to have so many of our pupils doing so. This has been remarked upon on numerous occasions by visitors to the school. Wearing the school uniform firmly establishes a sense of pride and identity with the school.

**Grey skirt or trousers for girls, grey trousers for boys.**

**Blue blouse for girls, blue shirt for boys.**

**Grey Jumper / Cardigan**

**Gold/Black striped tie.**

**Black blazer if required.**

School ties may be purchased from the school office.

In addition, it is possible for parents to order school knitwear, for example, v-neck sweaters or cardigans embroidered with school colours. These are very good quality material and have proved to be very popular with parents.

**Note:- Because most of our pupils wear similar school clothing it is imperative that each item should have a label bearing the child's name. This is particularly important where children may be using the changing rooms.**

## 23. MEALS



A cashless cafeteria system operates where children may purchase a snack lunch in preference to the traditional school lunch which is still available. This has proved very successful and children are well supervised to ensure that they still have a nutritionally balanced lunch. Children may bring their own packed lunches which are also consumed in the dining hall.

Glass containers should **not** be brought to school.

Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service to ensure appropriate food provision. Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

**Children of parents receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) are entitled to a meal without charge. Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge**

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

**Only primary school children who receive a free school meal are entitled to free milk. Milk may, however, be available for purchase in the school during the lunch period.**

**All children from P1-3 are entitled to a free school meal from January 2015.**

From August 2020, 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



Pupils entitled to free meals will receive their meal which includes milk. Should the pupil wish to purchase more than the value of the ticket then the extra must be paid for in cash. Should the pupil purchase less, there will be no refund.

Special diets are available in certain cases. If interested, please contact the Head Teacher.

**OUR SCHOOL IS A NUT FREE ZONE WITH REGARD TO PACKED LUNCHES AND SNACKS.**

In the interests of safety, no child should leave school premises at lunch time unless going home for lunch with an adult and signed out at the office. If parents wish their child to leave school for any reason outwith normal times, **they should put in writing**, a request to the Head Teacher.

All children have a card which is used to pay for lunches. P4-7 parents can top up their child's card through an online system or by paying cash.



## **24 Placing Requests**

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

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

There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents/carers are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

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

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

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

## **25 Transport**

### **i) General**

The Council has a policy of providing free transport to primary pupils who live more than one mile from their catchment school by the shortest suitable walking route.

This policy is more generous than the law requires. This provision may be reviewed at any time.

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

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

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

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.

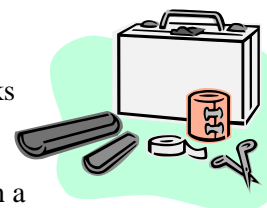
iii) Placing Requests

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

Although the school nurse visits the school on a regular basis for routine checks on vision, hearing and hygiene the medical examination of each child is normally in the first year of primary schooling. Staff of Lanarkshire Health Board and parents are in attendance. Dental inspections are also carried out on a routine basis in primary schools and parents are offered



necessary treatment for their children although they may choose to go instead to a family dentist. If a child takes ill or has an accident in school, parents or emergency contact will be contacted so that there will be no delay in the child receiving attention. It is essential that the school has 2 names and addresses for emergency contact for each pupil. It is also essential that the named emergency contacts live within easy travelling time and distance in order to ensure the quickest possible contact with your child. If they have their own transport this would also be most helpful .

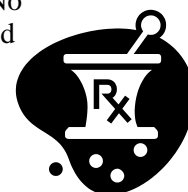
**Mrs Neilson, Nursery Early Years Practitioner is the trained First Aid Person for minor accidents and illness in school. Clerical staff have also had training to support minor injuries.** Unfortunately we continue to be troubled by head lice within the community and the school. To help alleviate this problem requires 100 per cent co-operation from everyone. Should head lice be found please report to the school immediately. Treatment is available by prescription – please follow the instructions for use carefully – or obtain advice from pharmacist or GP.

Following Health Guidelines schools are directed not to circulate letters following a report of head-lice. This is due to concerns about overuse of treatment lotions.

All parents must be vigilant in monitoring this problem on a weekly basis. Through the monthly newsletter the school will continue to provide information on dealing with this problem.

### ADMINISTRATION OF MEDICINE

There is a formal procedure for this in relation to children with specific conditions. No medicine will be administered without a WRITTEN agreement with parents. No child should bring medicine to the school nor take medicine in school without the above agreement. Medicine under those circumstances will be administered by the office staff and logged on the appropriate form. We only administer Antibiotics if to be given 4 times a day.



Our school is a 'NUT FREE ZONE' as we have children with peanut allergy, which could be potentially fatal. Please help us to support this child in ensuring that your child does not bring any snacks or packed lunches which contain nuts or the traces of nuts.

## **25. 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.

## **27. THE PARENT FORUM**

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

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

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

## **THE PARENT COUNCIL**

Parent Councils came into force on 1 August 2007.

The Parent Council's rights and duties include:

- (a) supporting the work of the school
- (b) representing the views of parents
- (c) consulting with parents and reporting back to the Parent Forum on matters of interest
- (d) promoting contact between the school, parents, pupils, providers of nursery education and the wider community
- (e) fund raising
- (f) taking part in the selection of senior promoted staff
- (g) receiving reports from the head teacher and education authority and
- (h) receiving an annual budget for administration, training and other expenses
- (i) 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 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.

St. Mary's at present has a fully functioning Parent Council who meet regularly. We would be delighted to hear from any parent/carer who would be interested in being a member of the Parent Council. As a member of the Parent Council you would be acting in a voluntary capacity as a representative of the Parent Forum. The Parent Council has an advisory role in decisions which affect St. Mary's Primary and Nursery School. The constitution states that there should be a maximum of nine parent members. Parent Council meetings are open to the public and the Head Teacher has a right and duty to attend all meetings. A copy of the constitution is available on request.



## **Pupil Voice**

Pupils within the school pupil body have the opportunity to become members of the Rights Respecting Committee. These include pupils who have been voted to represent their Houses: Watt, Fleming and Bell. At these meetings the pupil representatives will discuss issues and have the opportunity to assist and improve the pupil voice within the school. All P3-5 pupils take part in thinking circles twice per term. This allows them to share their views on all kinds of matters. Meetings are held regularly.

## **Parent Council Members / PTA**

### **Parent Council Members / PTA**

Mrs Paul McCann  
Mr Didier Bozec  
Mrs Ivelina McAtee  
Mrs Claire Cooley  
Mrs Dawn Hackett  
Mrs Lisa Imrie  
Mrs Tracy Bulpitt



**Teachers' Rep** Mrs Kirsty Craig  
Mrs Paula Brazill

**Clerk to Parent Council** Mrs Michele Fenton

### **29. USEFUL ADDRESSES**



Assistant Chief Executive Director of Education Skills and Youth Employment  
**Des Murray**

Municipal Buildings  
Kildonan Street  
Coatbridge ML5 3BT  
**Tel: 01236 812222**

Civic Centre  
Windmillhill Street  
Motherwell ML1 1AB  
**Tel: 01698 302222**

Area Officer  
Cumbernauld Area Office  
Registration Office  
Bron Way Town Centre  
Cumbernauld G67 1DZ  
**Tel: 01236 616384**

Early Years &  
Childcare Section  
Municipal Buildings  
Kildonan Street  
Coatbridge ML5 3BT  
**Tel: 01236 812817**

### **Continous Improvement Officers North Area**

**Margaret Hunter 01236 812228**  
**Craig Barnstaple 01236 812228**

## **Contacts in relation to Support for Learning**

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

### **North Locality**

Carolan Burnett  
Lyndsay Malley  
Additional Support Manager  
St Mary's Primary school  
Liddell Road  
Cumbernauld G67 1JB  
01236 632363

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 parents/carers and practitioners

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

### **Resolve**

0131 313 8844  
(Independent Adjudicator)  
Scottish Independent Advocacy Alliance  
Mansfield Traquair Centre  
15 Mansfield Place  
Edinburgh  
EH3 6BB  
[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)  
[www.siaa.org.uk](http://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](http://www.asntscotland.gov.uk)

### **Health**

#### **Cumbernauld - Kildrum Health Centre**

01236 721354

#### **Cumbernauld - Condorrat Health Centre**

01236 723383

## Social Work

### **Cumbernauld/Chryston**

Bron Way  
Town Centre  
Cumbernauld  
67 1DZ  
01236 638700

## Community Learning and Development Officers

### **North CLD Area Office**

Baird Memorial Primary School  
6 Avonhead Road  
Condorrat  
Cumbernauld  
G67 4RA  
Tel: 01236 638384  
E: [CLD-North@northlan.gov.uk](mailto:CLD-North@northlan.gov.uk)

## **31. SPECIALIST TERMS**

A.S.N.	Additional Support Needs
A.S.N.A.	Additional Support Needs Assistant
C.S.P	Co-ordinated Support Plan
HMIe	Her Majesty Inspectorate of Education

## **32. IMPORTANT FOOTNOTE**

**Although the information is correct at time of printing, there could be Changes affecting any of the matters dealt with in 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 by law are required to issue a copy of the school handbook to parents in December each year. It details the current policies and practices of both the council and the school.

## **SCOTTISH CATHOLIC EDUCATION SERVICE**

### **RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL**

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: "*community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community*".

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

*Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.*

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

*Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.*



