





St. Bernard’s

Primary School

Welcome!

Handbook 2021/2022

http://blogs.glowscotland.org.uk/nl/stbernards/

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Head Teacher’s Introduction

Dear Parents/Carers

Welcome to St. Bernard’s Primary School. This handbook will help you understand more about our school and it provides essential information which I hope you will find interesting and helpful.

The staff of St. Bernard’s share with you a common goal in that we want your child to be happy at school and to enjoy being a valued member of the school community. We place special emphasis on partnerships between school, home, church and the community. We are delighted to work in partnership with you and we actively encourage cooperation and dialogue to enable us to continually provide an excellent educational service.

We strive to give every child the opportunity to reach his or her potential and we have set ourselves the following aims to help us achieve this:

We aim to create a welcoming, stimulating, supportive and safe environment in which everyone is happy to work.

To deepen the children’s belief in and knowledge of the Catholic faith, through prayer, scripture, traditions and the teachings of the Catholic Church.

Through co-operation with others and a wide, balanced and interesting curriculum allow all members to be aware of their potential and have appropriate goals.

To foster a positive attitude to learning through a wide range of teaching approaches and learning experiences which lead to an appreciation of the value of education.

To build each person’s confidence, independence and self-esteem through helpful advice and regular opportunities for success.

We also aim to promote positive behaviour and a healthy attitude to school life. We achieve this by showing respect for our pupils and their needs and treating them with fairness, consistency and understanding.

We cannot, however do this in isolation. We need you as an active partner in your child’s education. This will ensure a high quality of education which will equip your child for life in the future.

**Covid-19 Pandemic**

NLC will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council’s website [www.northlan.gov.uk](http://www.northlan.gov.uk)

Yours sincerely

Mrs T. Macready

Head Teacher

 **School Information

WHAT ST. BERNARD’S HAS TO OFFER?**

Saint Bernard’s is a co-educational Catholic Primary School and was officially opened in 1957. It is situated close to the A8 on the outskirts of Coatbridge in a quiet area with houses on all sides and little through traffic. Most of our pupils live in the immediate area and walk to school, although we do have a number of children who attend the school through placing requests.

**Accommodation**

The building is all on ground level. It consists of 2 classrooms in the Infant wing, 5 classrooms in the main wing. We also have a P.E./Assembly Hall with stage, a Dining Hall / ICT Room, a Classroom Assistant/Resource Base and a Reception Office. The back of the stage houses a variety of resources and provides a focus for school plays and performances.

Within the school perimeter there are ample play areas. The building is surrounded by grassy areas and there is a large playing field.

The school is such that we usually have a mixture of single stage and composite classes. Sometimes children are in a class where all pupils are at the same stage e.g. P3, sometimes the pupils are at two different stages, e.g. P3 and P4. In both types of classes the pupils will be at varying levels of development and will be allocated work suited to their needs.

\* Single stage classes can have a maximum of 33 pupils (P4-P7) or 30 (P3) or 25 at the P1 and P2 stages.

\* Composite classes can have a maximum of 25 pupils

Children will work in groups with others who are at the same level of development and there will be several groups within the class, whether single stage or composite.

When allocating children to classes each year, several factors are taken into consideration; ie age, level of development, the group structure each child is working within, individual needs.

**Equal Opportunities**

We believe in equality for all in all aspects of school life, no matter the gender, race or religion of the pupil. This is in keeping with the policy of North Lanarkshire Council. At the same time we strive to identify and combat stereotyping, racism and all forms of discrimination wherever they occur.

The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued**.**

All incidents of racial harassment are dealt with in accordance with the school policies on discipline and bullying and with the NLC Policy on Racial Incidents within the Education Service.

The Equality and Human Rights Commission’s Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools guide for the school community to promote equality. This information can be accessed at: <http://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

**SCHOOL INFORMATION**

**School Name** Saint Bernard’s Primary School

**Address** Berwick Place

Shawhead

 Coatbridge

 ML5 4NQ

**Telephone Number** 01236 794810

**Fax Number** 01236 436901

**E-Mail** ht@st-bernards.n-lanark.sch.uk

**Present Roll** 164

**Maximum Roll** 240

**Planning Capacity** 214 **Working Capacity** 214

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

**Stages Covered** P1 - P7 **Current Class Structure** 7 straight classes

**Denominational Status** Roman Catholic, Co-Educational



**School Hours:**

**Morning** All classes 9.00 am - 12.30 pm

**Afternoon** All Classes 1.15 pm - 3.00 pm

**Morning Interval** All Classes 10.45 am – 11.00 am

Please note that all P1 pupils will be required to attend full-time from first day of session.

**Out of School Care** This facility can be accessed by contacting Our Zone

 Coatbridge Community Centre 01236 707319

**Associated Secondary** St. Andrew’s High School, Coatbridge

 01236 632163

**Parent Council e-mail address** stbernardspta2@gmail.com

**\*\*Please note due to Covid 19 we have staggered start and finish times.\*\***

 **WHO’S WHO AT ST. BERNARD’S**

Here are the teaching staff who will care for your child.

**Head Teacher** Mrs Therese Macready

**Acting Depute Head Teacher** Mrs Michelle Cullen

**Class Teachers:**

Mrs Leasa Healy/Mrs Lisa Quinn P1 Miss Rosin Toal/Mrs Maureen Burns P2

Miss Julie Kerr P3 Mrs Laura Bradley/Mrs Colette McAdams P4

Miss Kelly Bryson/Miss Poutney P5 Mrs Kate Rossi Kerr/Mrs Delia McGuinness P6

 Miss Erin Poutney

Mrs Karen Shields/Mrs Maureen Burns P7

Mrs Maureen Burns Eco and Fair Trade Coordinator

Mrs Michelle Cullen Maths Recovery Teacher

Mrs Lisa Quinn Acting Principal Teacher

Miss Erin Poutney SAC Teacher

Mr Michael Phee - EAL Teacher

Total Number of staff (FTE) 10.1 as at December 2020

Here are some of the non-teaching staff who will care for your child:

 **Office Staff** Mrs Gillian Wallace

 Mrs Nicola Mann

**Classroom Assistants** Mrs Paola Phee

**Additional Support** Mrs Sylvia Herlihy

**Needs Assistant** Miss Patricia McLaughlin

 Miss Michelle Clark

 Miss Leah Ann Savage

**Janitor** Mr John McCarron

**Cook Supervisor** Mrs Mary Hills

**Catering** Mrs Kathleen McMullen

 Mrs Karen O’Brien

 Mrs Margaret Wilson

**WHAT DOES EVERYONE DO AT SAINT BERNARD’S**

***Mrs Macready*** as Head Teacher, is responsible to the Executive Director Derek Brown, for the efficient management of the school and the provision of the best possible education for all pupils. She is responsible for establishing and monitoring of policies on all aspects of school life taking into account national, regional and divisional policies and guidelines.

***Mrs Cullen*** as Acting Depute Head Teacher, has responsibility for: assisting in curriculum development and behaviour management; the provision of advice, support and guidance to colleagues; working in partnership with colleagues, parents/carers, other specialist agencies and other schools as appropriate.

***Mrs Quinn*** as Acting Principal Teacher is our digital lead. She works on Assessment and Moderation and Data analysis.

***The Class Teachers*** are responsible for:-

a) teaching assigned classes together with associated preparation and correction

b) developing the school curriculum

c) assessing, recording and reporting on the work of pupils

d) preparing pupils for examinations and assisting in their administration

e) providing advice and guidance to pupils on issues related to their education

f) promoting and safeguarding the health, welfare and safety of pupils

g) working in partnership with parents, support staff and other professionals

h) undertaking appropriate and agreed continuing professional development

i) participating in issues related to school planning, raising achievement and individual review

j) contributing towards good order and the wider needs of the school.

***Mrs Wallace*** is the Senior Clerical Assistant. She helps to supervise children in the dining hall. She also has many clerical duties including assisting Mrs Macready with the devolved school management.

***Mrs Mann*** is a Clerical Assistant and she assists in the Office. She also helps both children and teachers with any difficulties.

***Mrs Phee*** is our classroom assistant. She is timetabled to assist teachers in time consuming activities such as preparing materials for use in class. This allows the class teacher to focus on the actual teaching of the pupils. She also works with small groups of children and assists with display work. At interval and lunch time she helps to supervise the pupils in the playground.

**Mrs Herlihy, Miss McLaughlin, Miss Clark** and **Miss Savage** are our ASNA’s. They have specific responsibilities for working with children with Additional Support Needs.

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***The Janitor*** supervises pupils in the playground and maintains the school building.

 **School holiday arrangements 2021/2022**

**August 2021**

In-service day (all areas): Thursday 12 August 2021
In-service day (all areas): Friday 13 August 2021

Pupils return to school:  Monday 16 August 2021

(***N.B.*** Primary 1 children will be required to attend full-time, from the first day of the session.)

**September 2021**

September weekend holidays: Friday 24 September 2021 and Monday 27 September 2021

**October 2021**

October break:  Monday 11 October 2021 to Friday 15 October 2021 (inclusive)

**November 2021**

In-service day (all areas):  Monday 15 November 2021

**December 2021 - January 2022**

Christmas and New Year holidays:  Thursday 23 December 2021 to Friday 7 January 2022 (inclusive)

(School closes 2.30pm on Wednesday 22 December 2021)

(School returns on Monday 10 January 2022)

**February 2022**

Mid-term break: Monday 14 February and Tuesday 15 February 2022
In-Service Day (all areas): Wednesday 16 February 2022



**April 2022**

Spring break: Monday 4 April and re-open on Monday 18 April 2022 (inclusive)

\*Good Friday 15 April 2022 and Easter Monday 18 April 2022

**May 2022**

May Day holiday:  Monday 2 May 2022
In-service day: Thursday 5 May 2022
May weekend holiday: Friday 27 May 2022 and Monday 30 May 2022

**June 2022**

School closes Wednesday 29 June 2022

**HOW DO I ENROL MY CHILD AT SAINT BERNARD’S?**

***Infant Registration***

Enrolment of children entering school for the first-time takes place in January of the year of entry. Details are given in the local press several weeks in advance and in St. Bernard’s Church and the associated Nurseries. Letters are sent from the Head Teacher to parents who have other children already at the school, giving the time and date of enrolment. Appointments to enrol can be arranged through the school.

**Birth and Baptismal certificates** should be produced and children must accompany parents at the time of enrolment.

Parents who wish their child to attend this school but live outwith the area, must first enrol the child in the school within their own catchment area, stating their preferred school. Relevant paperwork will be passed on by that school.

Parents of new pupils will be invited to a series of meetings in the school before the start of the new session for an outline of the Language and Mathematics programmes and teaching methods. Pupils are also invited to meet their teacher and become familiar with their classroom.

***Enrolment of Children during the School Year***

Parents seeking a place for their child in this school are asked to contact the head teacher in order that a visit can be arranged at a mutually convenient time.

**HOW CAN I PREPARE MY CHILD FOR SCHOOL?**

**Can your child:**



Concentrate
Take turns when playing games etc.
Dress himself/herself
Listen to you talking
Follow simple instructions
Listen to stories
Share
Know how to handle books
Recognise his name
Recognise basic colours
Go to the toilet
Look after his property

By encouraging your child to do all these things, you will help him or her to become more independent.

**CURRICULUM FOR EXCELLENCE**

 **What is Curriculum for Excellence?**

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

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

• a successful learner,

• a confident individual,

• a responsible citizen and

• an effective contributor.

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

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

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

• Ethos and life of the school as a community

• Curriculum areas and subjects

• Interdisciplinary learning

• Opportunities for personal achievement.

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

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

• Early level pre-school to P1

• First level to the end of P4

• Second level to the end of P7

• Third and fourth levels S1 to S3

• Senior phase S4 to S6 and other forms of study.

**What is the Broad General Education?**

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

**Curriculum Areas and subjects**

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

The 8 curricular areas are:

•
 Expressive Arts

• Languages and Literacy

• Health and Well Being

• Mathematics and Numeracy

• Religious and Moral Education

• Sciences

• Social Studies

• Technologies.

 **How is Curriculum for Excellence implemented at St. Bernard’s Primary?

Active Literacy**

Pupils should find that the programme involves them in experiencing rich worthwhile literacy tasks, which are active, motivating and enjoyable. The rich literacy tasks should also provide pupils with daily opportunities to enhance talking and listening, reading, writing and thinking. The tasks and skills developed in the programme should allow pupils to have experiences that have more depth and relevance and which open up the possible avenues of personalisation and choice.

Pupils should experience continuous progression in their literacy learning as well as in their learning for life. Each stage should build upon earlier knowledge and achievement with pupils progressing at a rate suited to their needs.

The programme naturally builds in the four capacities of the Curriculum for Excellence, with pupils within all areas of language becoming successful learners, confident individuals, responsible citizens and effective contributors.

**Reading Linked to Talking, Listening and Writing**

Many North Lanarkshire schools do a minimum of 55 minutes reading on each of four days. This was found to be an effective way of structuring the weekly reading programme.

Pupils will be reading shorter graded books e.g. PM Books which are especially written to be easily read by pupils at an interest level suited to the reading age. The pupils need to be able to read the texts with increased fluency and more focus on improving their understanding and comprehension. The programme provides clear guidance for teachers on how to ‘walk through the text’ with the group as well as how to develop pupils’ fluency and comprehension skills.

For each of the graded books pupils are involved in active, interesting and motivating follow-up tasks which should improve talking, listening, reading and writing.

The range of texts used for Stage 2 and Stage 3 readers involves fiction and non-fiction books with pupils reading at least two books per week. As children move through the Stage 3 programme, they will be involved in reading shorter chapter books and shorter non-fiction books.

**Writing linked to Talking, Listening and Reading**

It is vitally important that teachers are fully aware of the wide variety of writing contexts and opportunities in which pupils should be engaged. There must still be opportunities for pupils to experience a taught writing lesson.

However, this lesson should be linked to a real or a meaningful imaginary experience, a cross curricular area or to the outdoor environment.

The teachers will be giving children much more regular opportunity to focus on writing.

The writing is purposeful, engaging and completed within a limited time frame.

The aim is to ensure that pupils should want to write, are interested in writing and are successful in writing.

**Mathematics**

To meet the requirements of the Numeracy Outcomes, we use a variety of resources,

materials and approaches. These include Heinemann Mathematics, TJ Mathematics and the Active Mathematics approach.

Some concepts require a practical approach to mathematics which necessitates the use of a wide range of concrete materials e.g. measuring jugs, weights, counting blocks, balances, calculators, 2 and 3 dimensional shapes, trundle wheels and tape measures. In order to meet these requirements are recent audit was carried out on our current materials and new resources were purchased to enhance the learning and teaching.

All classes and teachers have a variety of learning and teaching approaches to the

development of mathematical skills.

These include direct teaching, active mathematics and reinforcement games.

In accordance with national and local advice, all classes focus on mental and active

mathematics to further develop children’s though processes.

Many of the materials and approaches are recommended by Linda Keith,

Mathematics specialist, and our own Quality Improvement Officers.

If a parent wishes to help a child at home it is important to check the particular language and process in use by the class teacher in order to avoid confusing the child.

**Integrated Approach**

In order to meet the demands of other areas of the curriculum such as Expressive Arts, Health and Well Being, Sciences, Social Studies and Technology a more integrated approach is now being pursued.

New topics have been purchased which will enable us to use this new interdisciplinary approach.

Among the integrated topics, loved by the children, we have:

Fairyland The Unsinkable Ship

The Very Important Bear The Magic Castle

**Assessment and Reporting**

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

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

Assessment is a means of obtaining information which allows teachers, pupils and parents to make professional judgements about progress. The starting point is the curriculum and the processes of learning and teaching. The main feature of assessment is that it enables teachers to determine what a pupil is actually learning in relation to the expectations of attainment and drawing conclusions from that comparison.

Understanding of assessment has progressed from a notion of regular summative approaches, through a period of more child-centred approaches via records of achievement, portfolios or achievements folders to a more comprehensive picture of what makes children progress. We need both summative and formative assessment because they both fill different, parallel purposes. ***The learning intention is the heart of formative assessment*** and needs to be made clear at the planning stage if teachers are to make formative assessment manageable.

**On parent’s evenings,** in November and May, we inform you of the results of our assessments, both formative and summative.

**At the end Term 3, in March,** we issue a formal written report to you detailing your child’s strengths, the next steps to be taken in the Curriculum and any difficulties he or she may be experiencing.

***We urge you to contact the school as early as possible if you have any cause for concern about your child’s school work, attitude or behaviour.***

***The earlier the contact the better.***

***Similarly if we have any cause for concern about your child, we will be in touch with you.***

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

There will be new ways of assessing each child’s progress to make sure that potential is achieved. New qualifications are being developed:-

* National 4 and 5 qualifications were introduced in 2013/2014
* Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence
* New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

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

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

**ADDITIONAL SUPPORT NEEDS**

St. Bernard’s Primary School complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

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

Support for Learning is available for children who have special needs because they are particularly gifted, have individual difficulties or who may require some additional support for an area of learning. A G.I.R.F.Me Plan is created specifically to meet the needs of a number of pupils in the school. The formation in this plan is the responsibility of the class teacher, who with the advice of the Support for Learning teacher, identifies short term and long term targets for these children. It is our Policy that all children work at a level appropriate to the needs of the individual.

Most children fall naturally into a group and are able to benefit academically and socially by working the group level. In line with current educational thinking many whole class lessons are also used throughout the school particularly in Religious and Moral education, PE and Art and Craft.

However, where a child is experiencing difficulty, or is capable of work beyond his/ her chronological age, every effort is made to find work which is appropriate. Pupils with particular difficulties receive individual attention from the class teacher.

Parents are informed and encouraged to participate in their child’s programme. It is our policy to identify and remedy problems as soon as possible. When a pupil’s attainment is consistently below the level of the class, he/she may be referred to Psychological Services in order that difficulties can be diagnosed and a structured programme drawn up to meet individual needs. Parents are invited to discuss this with the Head Teacher at the start of the process.

An Educational Psychologist visits the school on a regular basis. He consults with the Head Teacher and class teachers about pupils with special educational needs, such as specific learning difficulties, dyslexia, emotional or behavioural problems etc.

He undertakes assessments and offers support and guidance to pupils, parents and staff.

He also provides specific training for staff eg nurture, resilience.

 **ADDITIONAL SUPPORT NEEDS (CONTINUED)**

In accordance with the Department of Education and Families staged intervention process, there are four strands of support available:-

Level 1 - where education staff identify that a child or young person needs support or planning which

 can be met within the school using classroom and whole school resources

Level 2 – Requesting support from within Education and Families (services/resources outwith

 school) e.g. Educational Psychologist, Community Learning and Development

Level 3 – Requesting support from another agency (Joint working with partner agency/agencies

 including 3rd sector.) When further planning is required to further develop the wellbeing of

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

 partner agencies.

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Level 4 – Integrated and Compulsory working with other agency/agencies. Targeted intervention(s)

 Required to promote the wellbeing of the child would be identified by relevant agencies

 (child’s Network of Support) and included in the Child’s Plan. A Lead Professional would

 be identified. At Level 4 there would be an expectation that a statutory Child’s Plan with

 integrated assessment, integrated chronology and Lead Professional is in place.

Additional Support for Learning is provided for those pupils for whom English is a second language. This is supplemented by support from the Bilingual and Support for Learning sector who provide a teacher for approx. 4 hours per week.

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

The Head Teacher is responsible for all arrangements regarding Looked After children.

***Parents and pupils are an essential part of the assessment, planning and review processes and your views are 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 to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan.***

**ADDITIONAL SUPPORT NEEDS CONTINUED**

**PLANNING**

Getting it Right for Me plans (GIRFMe) enable staff to plan effectively for children and young people with Additional Support Needs.

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

A CSP may be initiated by the school or another agency.

Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

**Getting it Right for Me plans**

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

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

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

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

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

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

**Dispute Resolution**

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

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

**Improvement Plan – Development priorities 2021 - 2022**

**Based upon National and Local requirements, our priorities will be:**

* Improve learning, teaching and assessment to ensure children’s learning needs are well met and that children’s learning experiences are of a consistent high quality across the school.
* Improve approaches to self-evaluation to bring about necessary and sustained improvement. Involve children more in effecting and leading positive change in the school.
* Continue to develop the curriculum as planned and in particular, implement fully a progressive health and well-being programme and ensure it leads to improved outcomes for learners.

**RAISING ACHIEVEMENT FOR ALL**

 *RAISING ACHIEVEMENT FOR ALL* forms the overarching strategy for the service.

subtitled ‘Experiences to Last a Lifetime’, this strategy aims to harness the combined forces of Education and Families to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer ‘Experiences to Last a Lifetime’, we will also look to draw upon ‘a lifetime of experiences’ already there in the communities which make up North Lanarkshire.

**Homework**

This is given at the discretion of the class teacher. It should be noted that children often have a small amount of learning to do e.g. reading, spelling, tables etc., even when no written homework is given. Primaries 4 - 7 may be given additional homework if they are having difficulty with a particular problem or they have not completed class work through inattention. At this stage homework should not demand more than 30 minutes from the child’s evening.

***Religious and Moral Education***

**In accordance with the Curriculum for Excellence outcomes and the guidance of the Catholic Church, a period of time should be devoted, each day, to religious and moral education throughout the school year.

The religious education curriculum in all Catholic schools is determined by A Curriculum for Excellence and the Church authorities. In St. Bernard’s school we follow the guidelines given by Bishop Joseph Toal of Motherwell and the Diocesan R.E. Advisers.

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

Our Programme offers a systematic presentation of the Christian event, message and way of life appropriate to the age and stage of development of the child.

Opportunity is provided for celebration, prayer and reflection in implicit and explicit ways. Preparation for the sacraments of Reconciliation, First Communion and Confirmation is effectively implemented at the appropriate stages in the child’s development.

The Programme based on, ‘This is Our Faith,’ provides the children with the language of religious experience, whereby they can explore their faith and that of others within the terms of their own understanding. Other world religions are also explored by the children in order to develop an appreciation of other peoples and cultures.

All of the above is done, in the formal curriculum, mainly through the, ‘This Is Our Faith,’ (T.I.O.F.) Programme and the teachers’ knowledge of catechists.

Fr. Travers and Deacon Alex are frequent and welcome visitors to our school, helping the children express, develop and deepen the faith that has been explored in the R.E. programme. There are also opportunities for Prayer Services, and for the celebration of the sacrament of Reconciliation.

Other welcome visitors to the school include representatives from notable charities such as SCIAF, Missio, the St. Margaret’s Children and Family Care Society and St. Andrew’s Hospice. They outline the contribution they make to society and appeal to the children for their help and support.

During the holy season of Lent, every pupil and staff member, supported by parents, participates in a whole school Enterprise project aimed at raising substantial funds for charity. These efforts help to develop an appreciation of the need for charity and a sense of good citizenship in each child.

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Our programmes related to Religious and Moral Education and to Personal and Social development play key roles in our policy of ensuring that all pupils, **irrespective of belief, race, culture, class, gender or disability** are provided with an education which allows them to develop their full potential. In both programmes we promote and foster positive values such as respect, love, tolerance, understanding and fairness. At the same time we strive to identify and combat stereotyping, **racism and all forms of discrimination** wherever they occur.

We believe in equality for all in all aspects of school life, no matter the gender, race or religion of the pupil. This is in keeping with the policy of North Lanarkshire Council and with the Motto and Pledge outlined on the inside cover of this handbook. All incidents of racial harassment are dealt with in accordance with the school policies on discipline and bullying and with the school and NLC Policy on Equal Opportunities.

In the case of those children who are not Catholic, parents can be reassured 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.

The school encourages all parents to take an active role in the R.E. programme through

e.g., parents’ evenings especially for religious education and parents’ workshops on the curriculum.

 **FREEDOM OF INFORMATION ACT**

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

The Freedom of Information Co-ordinator can be contacted by telephone on 01698 302484.

**WHAT IF MY CHILD IS SICK OR GETS INJURED?**

***Medical examinations*** of children are undertaken during each child’s school life. Your child will normally be examined during their first year at primary school, and then at ages 10/11 and 13/14 by staff of Lanarkshire Health Care. You may refer your child at other times to the Clinical Medical Officer for examination or advice.

***Dental inspections*** are also carried out on a routine basis and parents are offered any necessary treatment for their children although you may choose to go to the family dentist instead.

***If your child takes ill or is hurt*** during school hours, he/she is attended to by the school First Aider. If the Head Teacher considers that a child is unfit to continue with his/her work, you will be contacted, or failing this the emergency contact number will be used. **Your child should then be collected from the school office.**

***If a case of serious injury or illness should occur*** when immediate medical attention is required, your child will be taken to Monklands Hospital.

**Every effort will be made to contact you.**

***The administration of medicines*** prescribed by your family doctor can only be carried out after you have informed the head teacher and completed an ‘Administration of Medicines’ form which is available from the school office. Generally, pupils with asthma use their inhalers as prescribed by their doctor and under the direction of the First Aider.

***For medical/dental appointments during school hours***, you must notify the school in writing and collect your child from the school.

**Under no circumstances will any child be allowed out of school for appointments during school hours unless collected by a responsible adult.**

***Medical and health care***

In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service.

Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES).

The service is provided by Glasgow City education Department and Social Work Services.

**Information in Emergencies**

We make every effort to maintain a full educational service, but in Emergencies on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and the North Lanarkshire Council’s website and Twitter.

 **DATA PROTECTION**

Privacy statement for enrolment of pupils in a North Lanarkshire school

**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 Familiesis located in Civic Centre, Motherwell ML1 1AB.

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

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

**Legal basis for using your information**

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

**Your personal information**

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

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

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

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

**How will we use this information?**

Your personal information will be used:

* To provide your child or young person with an appropriate education
* To enrol your child or young person in nursery or school
* 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 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 obligation, personal information may be shared internally between departments 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 from the Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people’s learning.

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

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

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

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

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

**Your rights under GDPR**

You can:

* **Request access to your information**- you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
* **Request a correction to your information**- we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
* **Request the restriction of processing**- this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
* **Request the transfer**- you can request the transfer of your information to another party.
* **Deletion of your information**- you have the right to ask us to delete personal information about you, your child or young person where:

 \* you think that we no longer need to hold the information for the purposes for

 which it was originally obtained

 \* you have a genuine objection to our use of personal information

 \* or, use of personal information is contrary to law or our legal obligations.

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

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

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

**Transferring Educational Data about Pupils**

Education authorities and the Scottish Government

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

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

**Why do we need your data?**

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

• plan and deliver better policies for the benefit of all pupils,

• plan and deliver better policies for the benefit of specific groups of pupils,

• better understand some of the factors that influence pupil attainment and achievement,

• target resources better

**YOUR GDPR RIGHTS**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act 1998. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

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

Further details are available on:

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

 **Any Concerns**

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

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

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

**Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website, [www.scotxed.net.](file:///C%3A%5CUsers%5CStaffUser%5CDesktop%5Cwww.scotxed.net)

1. **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 Therese Macready*** Telephone Number – **01236 794810**

1. **ADULT PROTECTION**

The Council has a 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 (See Children and Adult Protection Procedures and Guidance – Section 15).

Adult Protection Co-ordinator is: **Mrs** **Therese Macready**

**BEHAVIOUR AND DISCIPLINE**

 **The school’s aim**, using a positive approach, is to encourage in each child a sense of self discipline, mutual respect - treating others as they would want to be treated themselves - and responsibility for their own behaviour. At all times the staff work as a team to ensure that all pupils are treated consistently by all members of staff.

We meet to discuss strategies for **promoting positive behaviour** in our pupils. Our belief, in accordance with the Scottish Executive, is that better behaviour leads to better learning.

The discipline policy in St. Bernard’s Primary is modelled on the ideas and guidelines identified by the document Promoting Positive Behaviour. Recently, we have successfully introduced **Circle Time**, written and developed by psychologist, Jenny Mosely. The golden time activities related to this initiative are greatly appreciated by the children.

A separate and free standing policy on Bullying has also been developed and successfully introduced to the whole school from P1 - P7. This bullying policy has had recognition at Authority level and has been suggested to other primaries as an example of good practice. The recording of bullying or alleged bullying incidents are recorded electronically as part of the school monitoring system.

**Pupils’ Council**

The establishment of a Pupil Council has helped to improve relationships in the playground and to improve links between children and staff. The current Council consists of pupil representation from all stages from primary 1 to primary 7.

**Supervision of Playground**

An adult presence is provided in playgrounds at break times in terms of Schools (Safety and Supervision or Pupils) Scotland Regulations 1990. In the case of this school our Janitor, Mr McCarron and Mrs Phee supervise the playground activities. Miss McLaughlin, Mrs Herlihy, Miss Clark and Miss Savage also closely monitor pupils with special needs.

Playground games have been purchased and have been issued to our pupils. When possible, new materials are added to these resources.

**LINKS BETWEEN HOME AND SCHOOL**

***In Saint Bernard’s Primary we believe in a close parent teacher partnership:***

As parents you are the prime educators and have the most important influence on your child. There are many opportunities for you to support the teacher in the education of your child.

***Parents are welcome in Saint Bernard’s:***

You may call or phone for a mutually convenient time to meet with the Head Teacher or any member of staff.

***Parents’ Evenings:*** These are held twice a year, usually in November and April/May.

***Newsletters:*** are regularly distributed to keep parents informed of all school activities.

These letters are given to the eldest child in each family and to all children who have no brothers or sisters in the school or by email.

***Extra Curricular Activities:*** Each year we have a wide variety of after school clubs available for all P1-7 pupils. Out of School learning experiences involving partner agencies also takes place, providing further sporting opportunities and musical tuition.

These will commence in the future.

***Parent Teachers Association***

We have an active P.T.A. whose aim is to give support to the school and help to raise funds and to co-operate in new educational adventures, by working with teachers and pupils in school. Field trips to places of educational interest also benefit from the extra supervision supplied by its members. The P.T.A. is always ready to welcome new members or parents willing to volunteer some of their time to help. They normally meet in the school around 6.30p.m. Other meetings are called as and when the need arises eg. To make arrangements for fund raising events etc.

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**

A Parent Council has been fully established in St. Bernard’s Primary. The Parent Council is selected for a maximum of 3 years. Any parent/carer of a child at the school can volunteer to be a member of the Council. In the event that the number of volunteers exceeds the maximum number set out in the constitution, members will be selected by an election. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of the PTA sub group. The Parent Council may co-opt up to 3 members to assist in its functions. These should be - a) the parish priest or his representative, b) a member of the teaching staff and c) a local business person or Councillor.

Office bearers are selected by the Parent Council on an annual basis. The Head Teacher is the professional adviser to the Parent Council.

**Parent Council Email Address:** stbernardspta2@gmail.com

The Parent Council’s rights and duties include:

* Supporting the work of the school;
* Representing the views of the parents;
* Consulting with parents and reporting back to the Parent Forum on matters of interest;
* Promoting contact between the school, parents, pupils and the wider community;
* Fundraising;
* Taking part in the selection of senior promoted staff;
* Receiving reports from the Head Teacher and education authority;
* Receiving an annual budget for administration, training and other expenses
* Improving home school partnership and facilitating parental involvement.

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

The Head Teacher has a right and duty to attend all meetings of the Parent Council. These meetings are open to members of the public.

**Parent Council Members**

Emma Mongey – Chairperson Nicola Mann – Treasurer

***Attendance at School***

Section 30 of the 1980 Education Act places 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/carers will be asked to provide contact details including at least one emergency contact number, including where possible, a number that will accept a text message. Parents/carers are required to inform the school if these contact details change during the course of the year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the 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 inform the school by letter or telephone if their child is likely to be absent for some time.

***On his / her return to school, the child should be issued with a note confirming the reason for the absence***.

***Family Holidays during Term Time***

Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. Parents/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 experience during school holidays

• Holidays which overlap the beginning or end of term

• Parental difficulty obtaining leave (except in cases where evidence is provided by the
 employer that it cannot accommodate leave during school holidays without serious

 consequences)

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

***Extended Leave with Parental Consent***

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

***Leave in such circumstances will be authorised under circumstances such as:***

\* Extended overseas educational trips not organised by the school

\* Short-term parental placement abroad

\* Family returning to its country of origin (to care for a relative, or for cultural reasons)

\* Leave in relation to the children of travelling families

***Exceptional Domestic Circumstances***

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

\* The period immediately after an accident or illness

\* A period of serious or critical illness of a close relative

\* A domestic crisis which causes serious disruption to the family home, causing temporary

 relocation.

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

**CLOTHING AND UNIFORM**

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

**Clothing which is unacceptable in school under any circumstances.**

This 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, dangling earrings

 and other potentially dangerous jewellery

- are of flammable materials which may be a danger in certain classes (e.g. shell suits)

- could cause damage to flooring

- carry advertising, particularly for alcohol or tobacco; and

- could be used to inflict injury to other pupils or be used by others to do so.

 Under no circumstances will pupils be deprived any educational benefit opportunity as a result

 of not wearing school uniform.

**Uniform in Saint Bernard’s**

Our experience shows that the great majority of our parents prefer their children to be dressed in school uniform, believing that it makes for neatness of appearance and helps avoid rivalry in dressing for fashion.

We would encourage you to dress your child in uniform but ***stress that blazers are not essentia*l.**

**Our school uniform is as follows:**

**Brown blazer**

**Brown jumper or cardigan**

**Blue shirt**

**Brown trousers (boys) or skirt (girls)**

**Saint Bernard’s school tie**

School ties, badges, jumpers and cardigans with the school name embroidered on them can be purchased from Scotcrest located in 2 Clark Street, Airdrie ML6 6AP.

**CLOTHING GRANTS**

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances is at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from any school or First Stop Shops and can be downloaded from the Council’s Website [www.northlan.gov.uk](http://www.northlan.gov.uk)

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) Universal Credit (with an income below£610 per month), Housing Benefit, Council Tax Reduction.

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

The Council wishes to minimise claims arising from the loss of pupils’ clothing and/or personal belongings. Parents 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.

**School Meals**

A varied menu is available with the general focus being on healthy eating. The menu consists of starters, main courses and desserts. The approximate price of a full meal is **£3.00**. Links to school menus are available through the Council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

A swipecard system is fully operational throughout the school.

All pupils from P1-P7 are trained in how to use the system and assistance is available from the Catering staff and the Classroom Assistant and ASNA’s. If your child receives a free dinner this will be shown on the computerised system operated by the Catering staff. Parents/Carers may also pay using the online payment system iPayimpact.

**Special Diet Procedure**

Diets required as a result of a medical condition (a medically prescribed diet e.g. coelic disease, diabetes, PKU, food allergy or intolerance) can be provided by the school by our catering staff.

A **medically prescribed diet form** must be completed by the child’s Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council’s website, by the school, the catering service or also in some cases by the child’s dietician or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child’s dietary requirements.

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

Some children, with additional support needs, may require food to be adapted to an appropriate texture and consistency. In this instance, the child’s registered Dietician or Speech and Language Therapist will liaise with the head teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will need to be signed by a medical professional including a Speech and Language Therapist.

It is important that the Head Teacher is aware of any medically prescribed diets within the school and, on occasion, parents/carers may be asked to attend a meeting.

Any change in the child’s dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist.

When children move to high school or change schools FSS will need to be informed as soon as possible.

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 staff.

**As of January 2015, all P1-P3 pupils are entitled to a free school meal**

Children of parents receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) Universal Credit (with an income below £610 per month) are entitled to a meal without charge.

All P1 to P3 pupils are entitled to a free meal and free milk. Pupils in P4-7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period.

Information and application forms for free school meals can be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk) and are available in first stop shops.

Facilities are available if you wish your child to have a packed lunch. We ask you to ensure that packed lunches do not include any glass containers. We would also ask parents to ensure that their child has a balanced and healthy diet. This should consist of sandwiches, fruit and a suitable drink.

**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 that those who are moving 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 and meet the parental wished 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 for 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.

****TransportIS MY CHILD ENTITLED TO FREE TRANSPORT?**

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

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

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

**Pick-up Point**

While 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/carer’s responsibility to ensure their child arrives at the pick-up point in time. It is also the parent’s 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 your child losing the right to free transport.**

The Council does not provide transport for those pupils in receipt of placing requests other than in exceptional circumstances.

In the case of early entry placing requests if the child is offered a place in his catchment area school, transport will be provided in accordance with North Lanarkshire Council policy stated above.

**GENERAL INFORMATION**

**Information in Emergencies**

We make every effort to maintain a full educational service, but in Emergencies on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and the North Lanarkshire Council’s website and Twitter.

**Medical and Health Care**

All children have routine medical and dental examinations in the first year at school and at ages 10 – 11 years. Parents are invited to be present on these occasions. Routine hygiene examinations go on throughout the school year, as well as hearing and eyesight tests. Various immunisations are offered which parents may refuse or accept.

**PARENT FORUM**

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.

**PARENT COUNCIL/Parent Teacher Association**

The Parent Council’s/Parent Teacher Association’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) fundraising;

(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 by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school, exceeds the number of places available. Parent Council Email Address: stbernardspta2@gmail.com

**PUPIL COUNCIL**

The Pupil Council is made up of a selection of pupil representatives from Primary 1 to Primary 7 who are elected on an annual basis by the children in their class.

**TRANSFER FROM PRIMARY TO SECONDARY SCHOOL**

Pupils are normally transferred between the ages of 111/2 and 121/2, 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.

Pupils from this school normally transfer to: St. Andrew’s High School, Old Monkland Road, Coatbridge. Telephone 01236 632163

**Community Facilities**

It is Regional Policy that school accommodation made available as far as possible outwith school hours for use by the community. Such use by groups, clubs etc. will be in accordance with letting procedures and enquiries should be made to the School and Facility Booking Department on 01236 632787.

**Qualifying Statement**

Although this information is accurate 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.

**IMPORTANT NAMES AND ADDRESSES**

**Education and Families**

Municipal Buildings

Kildonan Street

Coatbridge

ML5 3BT

01698 403140

**Councillor** **Councillor**

Mr Tom Castles (Labour) Fulton MacGregor (SNP)

43 Laird Street 204 Main Street

Coatbridge Coatbridge

ML5 3LW ML5 3RB

01698 302627/07939280052 01236 897540

castlest@northlan.gov.uk Fulton.MacGregor.MSP@parliament.scot

**Mrs Elaine Smith MSP**

The Scottish Parliament

Edinburgh EH99 1SP

Tel. 0131 348 5824

**CONTINUOUS IMPROVEMENT OFFICERS**

Jan McCrone, Alison Humphries and Craig Barnstable

Education and Families

Municipal Buildings

Kildonan Street

Coatbridge

ML5 3BT

01698 403140

**CONTACTS IN RELATION TO SUPPORT FOR LEARNING**

St. Andrew’s High School Cluster

Louise McAllister

mcallisterl@northlan.gov.uk

You can also get more help and advice from:

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

Enquire

Children in Scotland

Rosebery House

9 Haymarket Trrace

Edinburgh

EH12 5EZ

Email: info@enquire.irg.uk

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

**Children in Scotland Resolve Mediation** - 0131 313 8844 (Independent Adjudicator)

**Independence Adjudication**

Scottish Govermnet

Directorate for Learning

Support and Wellbeing

Area 2C North

Victoria quay

Edinburgh

EH6 6QQ

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh

EH3 6BB

**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

Helpline: 0141 302 5860

www.asntscotland.gov.uk

**NHS Lanarkshire Social Work**

Coatbridge Health Centre Municipal Buildings

Telephone - 01236 432200 Kildonan Street

 Coatbridge ML5 3BT

Telephone – 01236 622100

**COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICE**

Coatbridge CLD Locality Office

9 Old Monkland Road

Coatbridge

ML5 5EA

01236 638470 Email: CLD-Coatbridge@northlan.gov.uk